DOCUMENT RESUME

ED 070 905 AC 014 047

| | |
|---|---|
| TITLE | Words that Paint Pictures: Level II, Unit 5, Lesson 1; Devices Used in Literature: Lesson 2; The Meaning of Literary Devices: Lesson 3; Periods and Levels of Writing: Lesson 4; Qualities of Good and Bad Writing: Lesson 5. Advanced General Education Program. A High School Self-Study Program. |
| INSTITUTION | Manpower Administration (DOL), Washington, D. C. Job Corps. |
| REPORT NO | PM-431-43; PM-431-44; PM-431-45; PM-431-46; PM-431-47 |
| PUB DATE | Nov 69 |
| NOTE | 136p. |
| EDRS PRICE | MF-$0.65 HC-$6.58 |
| DESCRIPTORS | *Academic Education; Achievement Tests; *Autoinstructional Aids; *Course Content; Credit Courses; *General Education; *Independent Study; Literary Conventions; Literature; Secondary Grades; Word Study Skills; Writing Skills |

ABSTRACT

This self-study program for high-school level contains lessons on: Words That Paint Pictures, Devices Used in Literature, The Meaning of Literary Devices, Periods and Levels of Writing, and Qualities of Good and Bad Writing. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070905

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

PM 431 - 43

# ADVANCED GENERAL EDUCATION PROGRAM

## A HIGH SCHOOL SELF-STUDY PROGRAM

**WORDS THAT PAINT PICTURES**

LEVEL: II
UNIT: 5
LESSON: 1

FILMED FROM BEST AVAILABLE COPY

AC014047

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

Have you ever noticed that you can hear two different singers sing the same song and yet one seems to be more exciting than the other? You've probably heard some great sportscasters or disc jockeys; but no doubt you've heard some dull ones too. Personalities do differ. Some performers are just naturally exciting and vibrant; they hold your interest. Others do not.

Some people find literature dull. That's not surprising: some literature is dull. But literature can be interesting and moving. It depends on the writer and, of course, on what interests you -- the reader. Two writers can write about the same situation. One reader may find the first writer dull. Another may find him informative.

The two passages that follow are reports on the recent rioting in Detroit. Each describes the same scene, and yet the impact of each is very difficult. READ both passages carefully. Ask yourself which passage you like best. Then try to figure out why you liked it best.

I

Last week, Detroit became the scene of the costliest civil uprising in United States history. A week of rioting left 42 dead, 386 injured, and 5,557 arrested. Many homes were burned. Altogether 1300 buildings were burned during the fighting. 2500 businesses were looted. Property damage estimates reached $500 million, more than any other uprising of its kind. Governor Romney of Michigan called in 370 state troopers and 7000 National Guardsmen to quell the rioting. But even these forces could not hold down the tremendous destruction done by the rioters. It is estimated that it will be several months before the city is back to normal.

II

Even as the violent fury of Newark cooled last week, other Negro ghettos flared like gunpowder in a fire. In Detroit, from Grand River Avenue to Gratiot Avenue more than six miles to the East, tongues of flame licked at the night sky, illuminating the angular skeletons of gutted homes, shops, supermarkets. The frightened eyes of bewildered people were illuminated in the flickering lights of angry fires.

A paint shop erupted and took the next-door apartment house with it. In the charred frames of ruined structures, one sign of life remained -- the forlorn cry of a burglar alarm.

The police attempted to hammer down the iron lid of authority; but the violent passion of the rioters blew it sky-high.

"We will tear this town apart."

"Is that a threat," one bystander asked.

"This is no threat, baby" replied a Negro in torn, bloodstained clothing. "It's a promise."

By Tuesday, Detroit was a burned-out volcano, shrouded in acrid smoke.

# # #

As a general reader, you probably got more out of the second passage. It helped you to picture the city. You can see the burning buildings and feel the rising heat of the rioter's passion. This passage conveyed people's emotions at the time of the riot by using dialogue. In this way the human situation in the riot torn city was dramatized.

The first passage is a news report, crammed with facts and statistics. If you wanted to know how many people were killed or arrested, you might prefer the first passage.

The second passage uses vivid language to convey the violence that erupted in Detroit. In the lessons that follow, you will learn how a writer makes his descriptions more vivid, and how he creates feelings in the reader.

Time completed _____

1.

Author's try to catch the attention of readers. A common way of doing this is to paint such a vivid word picture that the reader can see in his own mind what the author means.

READ these two statements:

A When they told me yesterday what had happened, I felt like the moon, the stars and all the planets had fallen on me.

B I was shocked when I heard the news.

Passage A is the more vivid statement because:

☐ the author says he was surprised to the point of shock

☐ the author paints a picture of how he felt

the author paints a picture . . .

2.

READ the following passages:

A <u>There are always young children playing</u> at the seaside. I enjoy watching them. <u>I think playing is good</u> for children.

B O well for the fisherman's boy
That he <u>shouts with his sister at play</u>
O well for the sailor lad
That he <u>sings in his boat on the bay</u>

Both of these passages express happiness at seeing children play. One passage helps you to <u>see</u> and <u>hear</u> the children. It gives you a mental picture of happiness.

There are certain phrases underlined in both passages. Which passage has phrases that create a vivid picture?

☐ A
☐ B

B

3.

When an author tries to create a vivid picture, he describes things very clearly so that the reader can form a picture in his mind.

READ the following:

A When I go outside in the country
I get a good, almost religious feeling. Nature makes me feel that the world has an order to it.

B
1 The year's at the spring,
And day's at the morn;
3 Morning's at seven;
The hill-side's dew-pearl'd;
5 The lark's on the wing;
The snail's on the thorn;
7 God's in His heaven---
All's right with the world!

Passage A tells you that the author gets a religious feeling. Passage B creates a religious feeling by saying,

God's in His heaven---
All's right with the world!

UNDERLINE one line in passage B that helps you to form in your mind a picture of the countryside.

You could have underlined lines 4, 5, or 6

| | |
|---|---|
| 4.<br><br>READ the two passages below:<br><br>A What Youth deemed crystal, Age finds out was dew<br>Morn set a-sparkle, but which noon quick dried.<br><br>B When you are young, you sometimes overestimate things because of your enthusiasm. When you are old, those same things don't seem so great.<br><br>Both passages speak of how things change for us as we grow older. Which passage gives the reader a vivid picture of this thought?<br><br>☐ A<br>☐ B | A |
| 5.<br><br>The <u>vivid picture</u> that a reader gets from words is called an <u>image</u>.<br><br>Think of a grey day, on which the sky is filled with heavy, dark clouds about to burst into a storm.<br><br>You should now have an <u>image</u> in your mind.<br><br>An image is a(n):<br><br>☐ magnified object<br>☐ mental picture<br>☐ dramatic painting<br>☐ object that can be seen | mental picture |

6.

If you think of image as a root word, you can easily understand the meanings of imagine and imagination.

Another word that comes from the root image is imagery. In literature, imagery is language that gives the reader a strong impression. It helps him to form a mental picture.

FILL each of the blanks in the statements below with one of these words:

imagery
imagination
image
imagine

A vivid mental picture is an _____. — image

Language that paints a vivid picture is called _____. — imagery

Authors and readers use their _____ when forming a picture in their minds. — imagination

It's difficult to _____ what life at the Job Corps is like before you get there. — imagine

7.

When author's paint pictures of images, they often use language that appeals to the reader's senses of shape, color, sound, taste, touch, smell and motion.

In the following poem, words that appeal to different senses are underlined.

Running Rain

Watch the wind blowing the rain
It looks as if each raindrop
Is racing with the one ahead of it.
It seems to go straight across the sky
It looks as if it's never falling,
Just racing on and on.

The author of this poem appeals to the sense(s) of:

- ☐ taste
- ☐ sight
- ☐ sound
- ☐ motion

sight

motion

8.

An image may appeal to several senses. For example,

hamburger sizzling in onions

To what senses does this appeal?

- ☐ hearing
- ☐ smell
- ☐ taste
- ☐ touch

hearing
smell
taste

9.

The following passages describe an experience. One simply tells about the experience, the other helps the reader imagine the experience.

CHECK the passage that creates an image.

- ☐ I was driving along. . . But it's so beautiful up there, Linda, the trees are so thick, and the sun is warm. I opened the windshield and just let the warm air bathe over me. Then all of a sudden I'm goin' off the road!

- ☐ I suddenly couldn't drive anymore. The car kept going off onto the shoulder, y'know?

Words that appeal to the sense of touch are underlined in one passage above. To what other sense(s) does the author appeal?

- ☐ sight
- ☐ hearing
- ☐ taste
- ☐ motion

I was driving along . . . But . . .

sight

motion

10.

READ the following part of a poem:

"The lazy geese, like a snow cloud
Dripping their snow on the green grass,
Tricking and stopping, sleepy and proud
Who cried in goose, Alas!"

The imagery in this poem appeals mainly to your sense of sight. The geese are compared to a snow cloud. The snow image tells you the color of the geese; they are white.

The snow dripping on the green grass is meant to picture:

- ☐ white clouds
- ☐ falling feathers
- ☐ snow flakes

falling feathers

11.

READ the following poem:

The whisper of the wind in
that pine-tree,
goat-herd,
is sweet as the murmur of live water;
likewise
your flute-notes

The phrases underlined in the above poem create an image by appealing to the sense of:

- ☐ sight
- ☐ sound
- ☐ taste
- ☐ touch
- ☐ motion

sound

12.

The following passage creates a strong impression through its vivid description of buildings. The images appeal to many different senses. You can see and hear the building. You can sense how it would feel to your touch. The writer uses imagery in the underlined words and phrases.

> The little shack and the rattling, rotting barn were gray-bitten with sea salt, beaten by the damp wind
> until they had taken on the color of the granite hills.

MATCH the imagistic phrases with sense to which appeal.

| | | |
|---|---|---|
| A. little shack | 1. _____ touch | D |
| B. rattling barn | 2. _____ hearing | B |
| C. rotting barn | 3. _____ sight | A, C, E |
| D. beaten by damp wind | | |
| E. color of granite hills | | |

13.

The overall imagery of this passage appeals to the sense of sound to convey danger and urgency:

The trumpet's loud clangor
Excites us to arms
With shrill notes of anger
And mortal alarms.
The double, double, double beat
Of the thundering drum
Cries: "Hark! the foes come;
Charge, charge, 'tis too late to retreat!"

CHECK the images that contribute to the overall feeling of a hurried call to battle:

- ☐ shrill notes of anger and mortal alarms — shrill notes of anger and mortal . .
- ☐ the double, double, double beat of the thundering drum — the double, double, double . . .
- ☐ the trumpet's loud clangor — the trumpet's loud clangor

14.

The words underlined in this passage build up an overall image, or impression.

When Don walked into the room, he felt bathed in a friendly confusion. Simple noise and chatter filled the air. Sounds of laughter mingled with the smoke. Ice clinked in glasses. Every now and then a song from the record player was heard above the babbling.

The image created is one of:

- ☐ confusion and anxiety
- ☐ excitement and suspense
- ☐ happy, lively noise — happy, lively noise

To which sense does this image appeal?

- ☐ hearing — hearing
- ☐ sight
- ☐ touch

15.

READ this selection from a short story:

> When the dawn came, Pepe pulled himself up. His eyes were sane again. He drew his great puffed arm in front of him and looked at the angry wound. The black line ran up from his wrist to his armpit. Automatically he reached in his pocket for the big black knife, but it was not there. His eyes searched the ground. He picked up a sharp blade of stone and scraped at the wound, sawed at the proud flesh and then squeezed the green juice out in big drops. Instantly he threw back his head and whined like a dog. His whole right side shuddered at the pain, but the pain cleared his head.

The overall imagery in this paragraph gives a vivid picture of:

- ☐ extreme agony
- ☐ painful embarrassment
- ☐ cold numbness

extreme agony

What image appeals to the sense of sight?

- ☐ he whined like a dog
- ☐ squeezed the green juice out
- ☐ the pain cleared his head

squeezed the green juice out

12

| | |
|---|---|
| 16.<br><br>Images are often created through vivid descriptions. For example, READ again this imagistic description of a wounded man in pain.<br><br>His eyes were <u>sane</u> again. He drew his <u>great puffed</u> arm in front of him and looked at the <u>angry</u> wound. The black line ran up from his wrist to his armpit.<br><br>From the description of Pepe's arm, you can tell that:<br><br>☐ the arm is very swollen<br>☐ Pepe has an infected wound<br><br>What image do you have of Pepe's eyes? They are:<br><br>☐ crazy and wild<br>☐ quiet and calm<br>☐ bloodshot and weary | the arm is very swollen<br>Pepe has an infected wound<br><br>quiet and calm |
| 17.<br><br>You saw in the previous frame that an image of Pepe's eyes was created by <u>describing</u> them as sane. You can imagine that his eyes were calm and clear.<br><br>Here is another way of creating that image:<br><br>His eyes were like a calm pool of water.<br><br>This image is created by <u>comparing</u> one thing to another.<br><br>WRITE C beside each image below that is created by a comparison. WRITE D beside each image that is created by a description.<br><br>_____ Dark in the dark old inn-yard a stable-wicket created.<br><br>_____ His hair was like moldy hay.<br><br>_____ His eyes were like hollows of madness.<br><br>_____ The landlord's red-lipped daughter. | D<br><br>C<br><br>C<br><br>D |

| | |
|---|---|
| 18.<br><br>Images may be descriptions or comparisons. Another way of saying this is to say that images may be <u>literal</u> or <u>figurative</u>.<br><br>The following frames will teach you the differences between literal and figurative images.<br><br>NO RESPONSE REQUIRED | GO ON TO THE NEXT FRAME |
| 19.<br><br>READ these images of night:<br><br>A The darkness of the night prevented him from finding his way home.<br><br>B The night was a blind alley without a chink of light.<br><br>Which of these statements is <u>literally</u> (really) true?<br><br>☐ night is dark<br>☐ night is a blind alley<br><br>The <u>literal</u> meaning of a word or phrase is its usual meaning -- the meaning given in the dictionary. Let's think a minute about words used to create images. Do the words mean literally (really) what they say or do they mean something else? In order to answer this question READ this image of night changing into day:<br><br>For the black bat, night, has flown away.<br><br>This does <u>not</u> mean that night really flew away. The poet is figuratively telling us that:<br><br>☐ bats fly only at night<br>☐ morning has come<br>☐ night is like a bat because it is black | night is dark<br><br>morning has come |

20.

If you interpret all images literally, you may misunderstand what the author is trying to express. For example, READ the following:

"And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the ostler listened; his face was white and peaked;
His eyes were hollows of madness, his hair like moldy hay.
But he loved the landlord's daughter,
The landlord's red-lipped daughter,
Dumb as a dog he listened, and he heard the robber say --"

LOOK AT the underlined image. The author is not really talking about a scarecrow in a field, whose head of straw was wet and grey with mold.

The author does not want the image to be taken literally (as actually true). What does the author mean by this image?

☐ Tim's hair is streaked, tangled and matted.

☐ Tim probably had a wig made of cheap hair that looked like hay.

Tim's hair is streaked, . . .

21.

Here is a list of common expressions that are not used in their literal sense. MATCH them with the meanings they have in everyday conversation.

A. blew his top
B. copping out
C. giving someone the shaft
D. hit the ceiling
E. rolling bones
F. wisecrack

1. _____ a flippant remark
2. _____ fail to do what you're supposed to
3. _____ throwing dice
4. _____ to fire someone from a job
5. _____ to get angry

F
B
E
C
A, D

22.

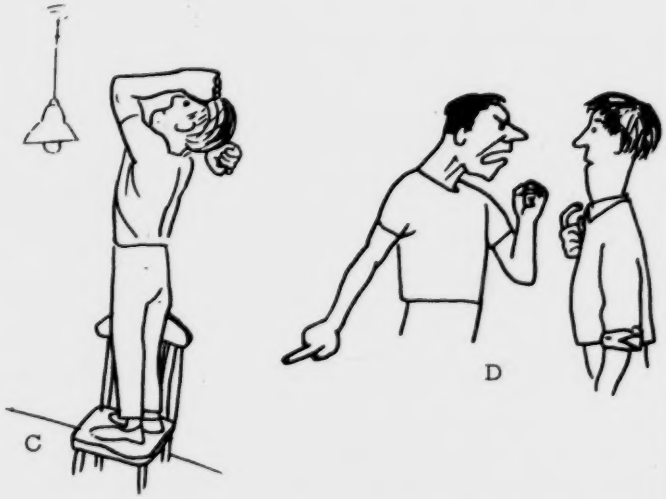
Many expressions should not be interpreted literally in terms of their dictionary definitions.

Below are some pictures. One picture shows you the literal meaning of the expression beneath it. The other picture shows you what the expression means.

FILL IN THE BLANK beside each expression with the letter of the picture that correctly illustrates its meaning.

1. _____ He's a big mouth.

1. A




2. _____ When he saw I'd broken the machine, he hit the ceiling. He was like some kind of a maniac.

2. D

| | |
|---|---|
| 23.<br><br>Words that are used to suggest something other than their literal meaning are called <u>figurative</u>. Some of the sentences below use figurative language. Some of them convey only a literal meaning. LABEL each sentence either F for <u>figurative</u> or L for <u>literal</u>.<br><br>_____ Her voice sounded like chalk scraped on a blackboard.<br><br>_____ I like cracked ice in my coke.<br><br>_____ That joke really cracked me up.<br><br>_____ The sound of chalk scraping against the blackboard made me want to run out of the room.<br><br>_____ The ice covering the pond began to crack, spoiling all our hopes for skating that day. | F<br><br>L<br><br>F<br><br>L<br><br>L |
| 24.<br><br>A <u>literal</u> description should be interpreted as really meaning what it says.<br><br>A <u>figurative</u> image should not be interpreted as meaning exactly what it says; it's a comparison that suggests another meaning.<br><br>READ this line.<br><br>The dog's eyes were <u>as shiny as new pennies</u>.<br><br>The underlined words are used figuratively. CHECK the correct interpretation of the expression:<br><br>☐ the dog had shiny pennies in his eye sockets<br><br>☐ the dog's eyes were very shiny | the dog's eyes were very shiny |

25.

READ this line:

Like hungry guests, a sitting audience waits.

In the above line, an audience waiting in a theatre is compared to dinner guests who are hungrily awaiting their food.

The line creates an image by using:

☐ figurative language
☐ literal language

figurative language

26.

WRITE an F next to the images below that use figures of speech (figurative language).

_____ A sea of faces rushed towards him. F

_____ He was brutally tired, his body ached all over.

_____ His eyes were aflame. F

_____ A burning anger overcame him. F

_____ He had an unlimited capacity for absorbing knowledge.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

| | |
|---|---|
| IMAGE | An image gives a vivid mental picture. Images help us to feel and understand what is happening in literature.<br><br>Images appeal to our senses of shape, color, sound, taste, touch, smell and motion.<br><br>Sometimes a writer will use one image which appeals to many different senses in order to create a more complete picture.<br><br>EXAMPLE:<br>The little shack and the rattling, rotting barn were gray-bitten with sea-salt, beaten by the damp wind until they had taken on the color of the granite hills.<br><br>Sometimes a writer builds up an overall feeling by appealing to only one of our senses (such as danger and excitement through sound).<br><br>EXAMPLE:<br>The trumpet's loud clangor<br>Excites us to arms<br>With shrill notes of anger<br>And mortal alarms.<br>The double, double, double beat<br>Of the thundering drum<br>Cries: "Hark! the foes come." |
| LITERAL IMAGERY | A literal image is one created by vivid but true, description.<br><br>EXAMPLE:<br>Pepe pulled himself up. His eyes were sane again. He drew his great puffed arm in front of him and looked at the bloody wound. |
| FIGURATIVE IMAGERY | A figurative image is one created by comparing one thing to another. The comparison is not true, but it helps us understand the author's idea or feeling better.<br><br>EXAMPLES:<br>His eyes were like a calm pool of water.<br>The night is a blind alley.<br>A sea of faces rushed toward him. |

## MASTERY TEST

Time started _____

1. When an author uses imagery, he:

   a. ☐ uses words only in their literal sense

   b. ☐ creates mental pictures for the reader

   c. ☐ uses foreign words

   d. ☐ appeals to the reader's senses

2. READ the following lines and CHECK the passage that creates the more vivid image:

   a. ☐ Small branches were budding on the trees, and a breeze was blowing.

   b. ☐ The budding twigs spread out their fan to catch the breezy air.

3. LOOK back at the passage you checked in question 2. To what sense did the author appeal?

   _____

4. READ the following:

   A We both ran like lightning, but I finally nailed him as he slowed down to make the corner.

   B We both ran very fast, but when he came to the corner, he slowed down and I was able to catch him.

   Which statement uses figurative language?

   a. ☐ A

   b. ☐ B

5. Which statement is more vivid?

   a. ☐ A

   b. ☐ B

6. When words are used <u>literally</u>, they should be:

a. ☐ understood as suggestions, not actual facts

b. ☐ interpreted to mean exactly what they say

7. Which of the following statements are figurative?

a. ☐ The glare from the roaring furnaces was the inside of hell itself.

b. ☐ The new cook was nervous. He dropped a knife, and then cut himself while peeling the potatoes. Pleased at finally completing his task, he put the new peeled spuds into the garbage and carefully placed the peelings in a pan.

c. ☐ The rain came down slowly and gently, it was more of a mist than a shower.

d. ☐ Two thousand men there were, and the fall of their feet on the dusty clay was a solemn, steady drum beat calling to God.

Carefully, carefully he lowered the limp little body into its crib. That motion seemed the only motion in the world. The dim light of a candle made the room appear even quieter than it was, so that the furious crying of the wind outside was like a storm in a distant land. He put an extra blanket on the baby and then turned to his chair. The second night of waiting and hoping for recovery began.

8. The imagery in this passage appeals to the sense(s) of:

a. ☐ sight

b. ☐ sound

c. ☐ taste

9. Through this imagery the passage creates a feeling of:

a. ☐ anxiety over a dangerous storm

b. ☐ dark bitterness and raging despair

c. ☐ solemn concern for a sick child

d. ☐ annoyance at the sickness of a child

Time completed _____

**WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.**



☆ U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-850

PM 431 - 44

# ADVANCED GENERAL EDUCATION PROGRAM

## A HIGH SCHOOL SELF-STUDY PROGRAM

**DEVICES USED IN LITERATURE**

LEVEL: II

UNIT: 5

LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

Words can make you see, hear, smell, taste, and feel.

NOTICE the words in this sentence:

> A crush of people, games, food, laughter, flickering lights and music filled the old neighborhood.

This sentence:

- ☐ appeals to the emotions with words that express sadness
- ☐ creates an image with words that appeal to the senses
- ☐ uses words in their figurative sense only

creates an image . . .

1

2.

There is another way to create images.

READ the following passage from a play. The boy and girl in this scene have just met and are trying to start a conversation with each other.

LAURA. I can see you better than you can see me.

JIM. I know. That's not fair! I'm in the limelight. (She steps into the light beside him.) Good! Now I can see you, too. Comfortable?

LAURA. Yes.

JIM. So am I. Comfortable as a cow. Will you have some gum?

A simple but effective image is created in the last line. If you've ever seen a cow lying or grazing in a field, you can sense that Jim must have felt very much at ease.

How was this image created?

- ☐ the author had Jim compare himself to a cow
- ☐ the author gave a vivid description of Jim sitting comfortably on a sofa
- ☐ the author compared chewing gum to a cow chewing his cud

. . . had Jim compare himself . . .

3.

Writers use comparisons to dramatize differences or similarities between two things.

A good comparison makes the things compare more vivid.

READ these comparisons:

A. The engine of a Cadillac is as strong as a tractor's.

B. The human body is the only machine that can fix itself.

Which comparison dramatizes the differences between the things compared?

☐ A
☐ B

B

4.

Writers often compare very different things to create a dramatic image. For example, READ the following:

How does it feel to be on your own
With no direction home,
Like a complete unknown
Like a rolling stone?

It is hard to imagine a complete unknown, although you can feel the possible fear and loneliness it suggests. You can picture a stone rolling down a hill, along unknown ground, not going in any planned direction. This image of the rolling stone dramatizes what the writer means by the unknown.

By comparing two very different things, a stone and a feeling, the author:

☐ appeals dramatically the sense of sound

☐ creates a dramatic image of loneliness for the reader

☐ tries to show how silly loneliness really is

creates a dramatic image . . .

5.

The following passage dramatizes rush-hour traffic. The author creates an image by comparison. READ the passage and LOOK for the comparison.

A roar of motors, a heavy drone
Hundreds of swift little bees
Rushing from their hives
To another place

The author describes traffic by comparing it to:

- ☐ hives
- ☐ land
- ☐ bees
- ☐ moving

bees

6.

There are many different types of comparisons. Some use certain connecting terms that make them easy to recognize. These terms are "like" and "as".

CHECK the comparisons below which do not use connecting terms.

- ☐ Croquet is much like golf.
- ☐ He was busy as a bee.
- ☐ The baby was an angel.
- ☐ His voice was the same as a radio announcer's.
- ☐ His fist was a rock.
- ☐ The house looked like a castle.
- ☐ He was a machine, working constantly.

The baby was an angel.

His fist was a rock.

He was a machine, working . . . .

| | |
|---|---|
| 7.<br><br>Comparisons which use the connecting terms "like" or "as" are called <u>similes</u>; they say that two things are similar.<br><br>WRITE an S next to the comparisons that are similes.<br><br>_____ Her hair was like a shawl draped around her shoulders.<br><br>_____ Laughter was music to his ears.<br><br>_____ The stars were like polished diamonds. | <br><br><br><br>S<br><br><br>S |
| 8.<br><br>CIRCLE the word or words that make the images similes in each of the following. The first one is done for you.<br><br>Her heart was pounding as loudly as a drum.<br><br>His room looked as if it had been hit by a hurricane.<br><br>Listening to their conversation was like watching a tennis match.<br><br>The woman's hat looked like a fruit bowl.<br><br>Traffic moved as slowly as a turtle. | <br><br><br><br>as<br><br>like<br><br>like<br><br>as . . . as |

9.

A comparison that creates an image without using connecting terms is called a metaphor. A metaphor figuratively states that A is B.

READ these three comparisons:

A. A tiger leaps through the forest like a striped hurricane.

B. A leaping tiger is a striped hurricane.

C. A tiger is as violent as a hurricane.

Which comparison above is a metaphor?

☐ A
☐ B
☐ C

B

10.

Similes use connecting terms. Metaphors do not. DECIDE which of the following images contain similes and which contain metaphors. Then WRITE the correct word on each line.

| | | |
|---|---|---|
| _____ | Beads of sweat formed a necklace across his chest. | metaphor |
| _____ | The children were dried flowers, hanging about the neck of their mother. | metaphor |
| _____ | The color faded from her face; Her eyes like ghostly candles shone. | simile |
| _____ | His skin was as dry and cracked as a withered leaf. | simile |

| | |
|---|---|
| 11.<br><br>A dark, threatening cloud of fear hung over them.<br><br>In the comparison above, fear is compared to a _____.<br><br>The comparison is in the form of a:<br><br>☐ simile<br>☐ metaphor | <br><br><br><br>cloud<br><br><br><br>metaphor |
| 12.<br><br>Metaphors often say that one thing <u>is</u> another thing.<br><br>For example, an author might write:<br><br>"Her face is a mirror of her feelings."<br><br>Sometimes, however, comparisons are <u>suggested</u> in another way. For example, the author might write:<br><br>"Her face mirrors her feelings."<br><br>In both of the examples above, the woman's face is compared to a _____.<br><br>Both of the examples above are:<br><br>☐ similes<br>☐ metaphors | <br><br><br><br><br><br><br><br><br><br><br><br>mirror<br><br><br><br>metaphors |
| 13.<br><br>Michael had never been faced by such a torturous problem. He needed an answer immediately. As he sat staring into the fire, his mind hammered away at the problem.<br><br>In the passage above, Michael's mind is compared to a _____.<br><br>The comparison in the above passage is a:<br><br>☐ simile<br>☐ metaphor | <br><br><br><br><br><br><br><br>hammer<br><br><br><br>metaphor |

| | |
|---|---|
| 14.<br><br>One glance from her bejeweled eyes was enough to keep him entranced for hours.<br><br>In the sentence above, the woman's eyes are compared to _____.<br><br>The comparison is in the form of a _____. | <br><br><br><br>jewels<br><br>metaphor |
| 15.<br><br>"Her eyes are sparkling diamonds."<br><br>REWRITE the above metaphor in the form of a simile.<br><br>_____ | <br><br><br><br>Her eyes are like sparkling diamonds.<br><br>or<br><br>Her eyes sparkled like diamonds.<br><br>(or any equivalent response using the words "like" or "as".) |
| 16.<br><br>WRITE an S beside the similes and M beside the metaphors among the images below.<br><br>_____ Bill walked along the fence as easily as a tightrope walker on a wire.<br><br>_____ Many people think jazz is more like noise than music.<br><br>_____ Playing the piano is like typing in many ways.<br><br>_____ Peter kept the secret well; his lips were a locked drawer.<br><br>_____ Reading books can be like taking a world tour.<br><br>_____ Television is a monstrous devil. | <br><br><br><br>S<br><br>S<br><br>S<br><br>M<br><br>S<br><br>M |

17.

Let's go back to some images you read at the beginning of the lesson. You should now be able to identify them as similes or metaphors.

READ the passages:

How does it feel to be on your own
With no direction home
Like a complete unknown
Like a rolling stone?

Michael had never been faced by such a torturous problem. He needed an answer immediately. As he sat staring into the fire, his mind hammered away at the problem.

Images from the passages are repeated below. WRITE an S beside any image that is a simile and M beside any image that is a metaphor.

| | | |
|---|---|---|
| _____ | his mind hammered away | M |
| _____ | like a complete unknown | S |
| _____ | like a rolling stone | S |

18.

A special kind of metaphor is formed when a writer describes non-human things as though they were people. For example, READ the following:

The sea cries with its meaningless voice,
Treating alike its dead and its living,
Probably bored with the appearance of heaven
After so many millions of nights without sleep,
Without purpose, without self-deception.

The author compares the sea to a person by using words that refer to human feelings and to human behavior. Why is this comparison a metaphor?

- ☐ It does not use connecting terms.
- ☐ It used the connecting term like.

It does not use connecting . . .

19.

There are many words that describe persons that do not literally describe non-human things.

For example, a man is greedy, a rock is not.

CHECK all the words in the list below that describe persons. Remember that the word can be a human <u>action</u> or <u>feeling</u>.

- ☐ kissing
- ☐ night
- ☐ hands
- ☐ time
- ☐ weary
- ☐ stone
- ☐ walking
- ☐ sorrow

kissing

hands

weary

walking
sorrow

20.

It is easy to remember the word personification because it contains the word person. A writer uses personification when he gives the qualities of a person to something that is not human.

READ the following poem. If the line compares something non-human to a person, WRITE <u>personification</u> in the blank beside it:

| | | |
|---|---|---|
| _____ | Twas such a greedy, greedy wave | personification |
| _____ | That licked it from the coast | personification |
| _____ | Then by there came two gentlemen | |
| _____ | At twelve o'clock at night | |
| _____ | When shrill winds shriek their scream upon thine ear. | personification |

10

| | |
|---|---|
| 21.<br><br>When an author gives the qualities of a person to a non-human object, he is using <u>personification</u>.<br><br>READ this line:<br><br>This sea that bares her bosom to the moon.<br><br>In this line, the poet compares the sea to a woman by saying that the sea has a bosom. The poet <u>personifies</u> the sea.<br><br>To personify means to compare:<br><br>☐ people to one another<br>☐ a non-human thing to a person<br>☐ two things by using the word as | a non-human thing to a person |
| 22.<br><br>READ these lines:<br><br>The raindrops fell softly on the roses<br>Gently kissing each petal.<br><br>In these lines the raindrops are not human. Yet, the author personifies rain as human by using the word:<br><br>☐ kissing<br>☐ petal<br>☐ roses | kissing |
| 23.<br><br>In an earlier frame, you saw the words "greedy" and "licked" and the phrase "shriek their scream" used to describe non-human things as though they were persons. This technique is called _____. | personification |

| | |
|---|---|
| 24.<br><br>Often a writer uses words like her or his to refer to non-living objects when he wants to make them seem human (like a person).<br><br>READ these lines:<br><br>as when the golden sun **salutes the morn**,<br>and, having gilt the ocean with his beams,<br>gallops the zodiac in his glistering<br><br>The word his in line 2 refers to:<br><br>☐ the ocean<br>☐ the morn<br>☐ the sun<br>☐ the zodiac | <br><br><br><br><br><br><br><br><br><br><br><br>the sun |
| 25.<br><br>One of the sentences below contains personification. UNDERLINE that sentence.<br><br>The owls climbed up and down the slopes looking for rabbits.<br><br>Down in the brush of the gulch a coyotte sprawled.<br><br>The oak trees whisp. ed softly in the night breeze. | <br><br><br><br><br><br><br><br><br><br>The oak trees whispered softly . . . |
| 26.<br><br>When I arose and saw the dawn,<br>2 I sighed for thee;<br>When light rode high, and the dew was gone,<br>4 And noon lay heavy on flower and tree,<br>And the weary Day turned to his rest,<br>6 Lingering like an unloved guest,<br>I sighed for thee.<br><br>CHECK the lines listed below that contain personification:<br><br>☐ line 1<br>☐ line 2<br>☐ line 5<br>☐ line 6 | <br><br><br><br><br><br><br><br><br><br><br><br>line 5<br>line 6 |

12

27.

READ these lines. Put a check next to any line that contains a metaphor.

- ☐ Life's but a walking shadow.
- ☐ The deep and dark blue ocean rolls.
- ☐ Life is like a walking shadow.

Is this metaphor a personification?

- ☐ yes
- ☐ no

Life's but a . . .

yes

28.

We are not sure of sorrow
And joy was never sure
Today will die tomorrow
Time stoops to no man's lure
And love, grown faint and fretful
With lips but half regretful
Sighs, and with eyes forgetful
Weeps that no loves endure

SWINBURNE

CHECK the lines that use personification.

- ☐ line 1
- ☐ line 2
- ☐ line 3
- ☐ line 4
- ☐ line 5
- ☐ line 6
- ☐ line 7
- ☐ line 8

line 3
line 4
line 5
line 6
line 7
line 8

Time completed _____

**YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.**

| | |
|---|---|
| IDIOMS | Idioms are examples of figurative language which are used frequently. The expressions are not true, but we understand their meaning because they present such a vivid picture.<br><br>EXAMPLES:<br>She blew her top.<br>When we finally got home, my mother hit the ceiling.<br>John has a big mouth. He never knows when to clam up. |
| COMPARISON | Writers use comparisons to dramatize the differences or similarities between two things. A good comparison makes us feel or understand the things compared more vividly. |
| SIMILE | Similes are comparisons which use the connecting terms "like" or "as".<br><br>EXAMPLES:<br>His room looked as if it had been hit by a hurricane.<br>Listening to their conversation was like watching a tennis match.<br>The night is like a blind alley. |
| METAPHOR | Metaphors are comparisons which do not use any connecting terms.<br><br>EXAMPLES:<br>Beads of sweat formed a necklace across his chest.<br>A leaping tiger is a striped hurricane.<br><br>Metaphors often say that one thing is another.<br><br>EXAMPLES:<br>The night is a blind alley.<br>Her face is a mirror of her feelings.<br><br>Sometimes the same idea can be expressed both as a metaphor and as a simile.<br><br>EXAMPLES:<br>Her eyes are sparkling diamonds (metaphor).<br>Her eyes are like sparkling diamonds (simile). |

(continued)

| | |
|---|---|
| PERSONIFICATION | Personification is the use of a metaphor which gives human actions, feelings or qualities to non-human things.<br><br>EXAMPLE:<br>The rain drops fell softly on the roses<br>Gently kissing each petal.<br><br>A writer may use words like his or her to personify non-human objects.<br><br>EXAMPLE:<br>. . . as when the golden sun salutes the morn, and, having gilt the ocean with his beams, gallops the zodiac. |
| EXTENDED METAPHOR | Sometimes a writer will develop one image throughout an entire poem or passage. This is called extended metaphor. Each line adds another aspect to the comparison, also adding to the meaning and feeling the writer wishes to express.<br><br>EXAMPLE:<br>Shall I compare thee to a summer's day?<br>Thou art more lovely and more temperate.<br>Rough winds do shake the darling buds of May,<br>And summer's lease hath all too short a date.<br>Sometimes too hot the eye of heaven shines,<br>And often is his gold complexion dimmed.<br>And every fair from fair sometime declines<br>By chance or nature's changing course untrimmed.<br>But thy eternal summer shall not fade,<br>Nor lose possession of that fair thou owest;<br>Nor shall Death brag thou wander'st in his shade<br>When in eternal lines to time thou grow'st.<br>So long as men can breathe, or eyes can see,<br>So long lives this and this gives life to thee. |
| UNDERSTANDING AND INTERPRETING IMAGERY | Imagery strengthens our understanding by comparing something unfamiliar to something we know well.<br><br>LOOK AT the poem in the last example. |

(continued)

## MASTERY TEST

Time started _____

1. Comparisons are dramatic because they (CHECK only one answer):

   a. ☐ describe more than one thing

   b. ☐ help readers form images

   c. ☐ may or may not use connecting terms

   d. ☐ use literal language vividly

2. WRITE an M next to the metaphors below. WRITE an S next to the similes.

   a. _____ The boy watched the circus with eyes like brass buttons.

   b. _____ Like a small gray coffeepot sits the squirrel.

   c. _____ The paper moon hung in the sky, suspended by a string.

   d. _____ The soldiers moved through the tall grass as quietly as a gentle breeze.

   e. _____ The violets were in bloom, a carpet of color across the mountainside.

   f. _____ The waves moved beneath our boat as smoothly as a steed that knows his rider.

   g. _____ The wind knifed through me.

3. CHECK the statements below that are true of metaphors.

   a. ☐ They are found in literature.

   b. ☐ They only compare two things to show differences.

   c. ☐ They make comparisons without connecting terms.

   d. ☐ They use connecting terms.

   e. ☐ They use similes to make comparisons clear.

4. CHECK the passage below that uses imagery in the form of metaphor.

a. ☐ The soul's dark cottage, batter'd and
decay'd
Lets in new light through chinks that Time
hath made

b. ☐ The human soul is as obscure* as a ship
coming toward you in heavy fog

*Obscure means difficult to see or understand.

5. WRITE this metaphor in the form of a simile.

The shore is a belt of smooth, round stones.

_____

6. Which of the following images are examples of similes?

a. ☐ How sweet is the breath of the fragrant flowers.

b. ☐ Nature wore a smile of grace.

c. ☐ The soldier burst upon his enemy like a well-aimed arrow.

d. ☐ The tree swayed in the breeze, its graceful arms matching the rhythm of the wind.

e. ☐ The wind went through his shivering body as sharply as a knife.

7. Like a football team whose colors are gold and scarlet
This wedge of trees in fall
Troops out to the edge of the field, with one big fellow
Looming above them all

Like a giant tackler whose name is Pug or Butch
And the smaller dark-green firs
Stand round the pack and get in the way
Like schoolboy worshippers.

What is personified in the above poem? (CHECK only one answer.)

a. ☐ a football game

b. ☐ a forest

c. ☐ an army

d. ☐ colors

8. Personification is a literary device that (CHECK only one answer):

a. ☐ describes people as non-living objects

b. ☐ describes non-living objects as people

c. ☐ describes people literally

d. ☐ describes people figuratively

9. There was a cutting sea wind around the house.

In the above line, winds are compared to (CHECK only one answer):

a. ☐ the sea

b. ☐ a knife

c. ☐ a house

d. ☐ storms

Time completed _____

**WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.**



U. S. GOVERNMENT PRINTING OFFICE: 1970 O - 369-851

PM 431 - 45

# ADVANCED GENERAL EDUCATION PROGRAM

## A HIGH SCHOOL SELF-STUDY PROGRAM

THE MEANING OF LITERARY DEVICES

LEVEL: II

UNIT: 5

LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

| | |
|---|---|
| 1.<br><br>READ this line.<br><br>For the black bat, night, has flown.<br><br>Metaphorical language is dramatic and vivid. It is also sometimes confusing. In order to understand that night and not a black bat has flown you have to be aware that the writer uses:<br><br>☐ vivid description<br>☐ a metaphorical comparison<br>☐ literal language | a metaphorical comparison |
| 2.<br><br>Understanding metaphorical language is easier if you find the two main things that are compared.<br><br>In this passage, the author uses a comparison to create an image of a fog settling over a city.<br><br>The fog comes<br>on little cat feet.<br><br>It sits looking<br>over harbor and city<br>on silent haunches<br>and then moves on.<br><br>In the poem above, the poet compares:<br><br>☐ a city to a cat<br>☐ a city to a fog<br>☐ a fog to a cat<br>☐ a fog to silent haunches | a fog to a cat |

3.

A metaphor can strengthen your understanding of an idea by comparing it to something you know.

READ this:

> Each cigarette you smoke is a nail in your own coffin.

The idea expressed by this comparison is that smoking is bad for your health and can cause fatal diseases.

This idea is conveyed by comparing smoking to:

- ☐ making your own coffin
- ☐ other unhealthy deadly habits
- ☐ death
- ☐ hammering nails

making your own coffin

4.

Understanding imagery helps you to understand the idea the author is trying to express. READ the following:

> Mistakes are like knives, that either serve us or cut us, as we grasp them by the blade or the handle.

The passage presents a comparison of mistakes to knives. Why can knives help us or hurt us?

- ☐ A sharp blade can be a good thing, but not if it's used carelessly.
- ☐ Knives are very dangerous, especially switch-blades.
- ☐ A dull knife won't cut a man very badly even if grasped by the blade.

What idea has the author expressed by comparing mistakes to knives?

- ☐ Knives are necessary, but mistakes are not.
- ☐ Mistakes can only produce pain.
- ☐ Sometimes it is better to pick up a knife by the blade.
- ☐ We can learn by our mistakes.

A sharp blade can be a good . . . .

We can learn by our mistakes.

3

5.

Cities and Thrones and Powers
Stand in Time's eyes,
Almost as long as flowers,
Which daily die.

In the poem above, cities and thrones and powers are compared to flowers.

What characteristic of flowers does the author apply to Cities and Thrones and Powers?

- ☐ their long stems
- ☐ their prettiness
- ☐ their short lives
- ☐ their sweet smell

their short lives

The author of the above passage probably believes that:

- ☐ cities should be planned better
- ☐ kings have too much power
- ☐ man's accomplishments do not last forever
- ☐ people should take better care of flowers

man's accomplishments . . .

6.

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering, and dancing in the breeze.

The poet compares himself to:

- ☐ a cloud
- ☐ a crowd
- ☐ a hill
- ☐ golden daffodils

a cloud

The daffodils are compared to:

- ☐ a cloud
- ☐ a group of people
- ☐ the poet
- ☐ the trees

a group of people

What was probably the reaction of the author, when he saw the daffodils?

- ☐ He thought he was dreaming.
- ☐ He was afraid, because there were so many of them.
- ☐ He was angry, because he wanted to be alone.
- ☐ He was happy, because they would keep him company.

He was happy, because . . .

5

7.

Most of the examples of figurative language you have read came from poetry. Authors also use figurative language in novels, plays and essays.

The appearance of figurative language in the middle of a literal passage is very dramatic. For example, READ the passage below.

The figurative language is underlined.

> Sarpedon missed again, his bright spear going over Patroclus' left shoulder. But Patroclus hit with his bronze near Sarpedon's heart. He fell as an oak or tall fir falls that men cut down with sharp axes on the mountainside to be used by the shipbuilder.

The figurative language is in the form of a:

- ☐ simile
- ☐ metaphor
- ☐ personification

simile

8.

Authors often use figurative language to dramatize ideas.

READ the following passage carefully. There is a line that contains a metaphor.

> I would suggest that the poetry of the jingle variety be infrequently presented, not that all jingle poetry is unpleasant. The delightful verses of A.A. Milne, like the nursery rhymes, are appropriate in their place, but in the classroom they are too easy and serve to identify poetry in the child's mind with verse that follows a certain bouncy rhythm. Many children have arrived in my classes convinced that poetry is only bells and drums. It takes much time and patience to change this idea.

The author has dramatized the idea that children tend to think of poetry only in terms of rhyme and rhythm. UNDERLINE the line that expresses this idea in metaphorical language.

. . . poetry is only bells and drums

9.

READ this passage:

> I see young men, my townsmen, whose misfortune it is to have inherited farms, houses, barns, cattle, and farming tools; for these are more easily acquired than got rid of. Better if they had been born in the open pasture and suckled by a wolf, that they might have seen with clearer eyes what field they were called to labor in. Who made them serfs of the soil? Why should they hug their sixty acres, when man only needs a plot six by six?

Which of the following is figurative?

- ☐ . . . if they had been born in an open pasture . . .
- ☐ . . . whose misfortune it is to have inherited . . .
- ☐ Who made them serfs of the soil?
- ☐ Why should they hug their sixty acres . . . ?

Why should they hug . . . ?

By understanding the figurative language, you realize that the author thinks that:

- ☐ men become attached to the soil
- ☐ men have become greedy for property and forget that they will die
- ☐ men should work as hard as they can
- ☐ men should try to gain as much land as possible

men have become greedy . . .

10.

You can better follow an author's idea when you understand how he develops his imagery. Having learned about imagery you can now follow the development of a metaphor which may extend for several lines.

READ this selection from a poem:

> The yellow fog that rubs its back upon the windowpanes
> The yellow smoke that rubs its muzzle on the windowpanes
> Licked its tongue into the corners of the evening,
> Lingered upon the pools that stand in drains
> Let fall upon its back the soot that falls from chimneys,
> Slipped by the terrace,
> Made a sudden leap,
> And seeing that it was a soft October night,
> Curled once about the house and fell asleep.

In this passage, the poet compares the fog to a cat that slinks around, rubbing its back against a window, slips by a terrace, leaps and finally curls up and goes to sleep.

Each line adds another aspect to the comparison. The passage is an example of extended metaphor.

An extended metaphor is one that:

- ☐ appears only in the first and last lines of a poem or passage
- ☐ is built up through several lines of a poem or passage
- ☐ uses emotional words to increase the feeling of the poem

is built up through several . . .

11.

Here is another example of a metaphor developed throughout an entire poem:

Conversation* is but carving
Give no more to every guest
Than he's able to digest.
Give him always of the prime,
And but little at a time.
Carve to all but just enough
Let them neither starve nor stuff
And that you may have your due,
Let your neighbor carve for you.

Conversation is compared to slicing roast meat and serving it to dinner guests. NOTICE that every line builds up or extends this idea.

As you read the poem again, you should think of how this comparison explains something about conversation. For example, lines 4 and 5 literally means that only small portions of meat should be served at one time. What do these lines mean figuratively?

- ☐ Conversation never works if too many people talk at once, or if someone does all the talking.
- ☐ Conversation will stop when everyone is served, because they will all be eating.
- ☐ In talking, give your best ideas but don't go on for too long about them.

In talking, give your best . . . .

*Conversation is talking and discussing.

12.

In this poem, the writer slowly builds up an entire image of hope:

"Hope" is the thing with <u>feathers</u>--
That <u>perches</u> in the soul--
And <u>sings the tune</u> without the words--
And never stops--at all--

And sweetest--in the Gale--is heard--
And sore must be the storm--
That could abash <u>the little Bird</u>
That kept so many warm--

I've heard it in the chillest land--
And on the strangest Sea--
Yet, never in Extremity,
<u>It asked a crumb</u>--of Me.

The underlined words and phrases shows you that hope is compared to a _____.

bird

CHECK the best description of how this image is developed in the poem.

- ☐ First a simile is introduced and it changes into a metaphorical image.
- ☐ A metaphor is used and the image grows in meaning as different aspects of the comparisons are given.

A metaphor is used and the . . . .

- ☐ Several literal descriptions are given of birds and then birds are compared to hope.

13.

READ this poem and LOOK for the key metaphor that is built up in the poem:

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date.
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed.
And every fair* from fair sometime declines,
By chance or nature's changing course untrimmed.
But thy eternal summer shall not fade,
Nor lose possession of that fair thou owest;
Nor shall Death brag thou wander'st in his shade
When in eternal lines to time thou grow'st.
So long as men can breathe, or eyes can see,
So long lives this and this gives life to thee.

The extended metaphor in this poem compares:

- ☐ a loved person to a season of the year
- ☐ death to winter
- ☐ wealth and fame to the sun

a loved person to a season . . .

*Fair in this context means beautiful.

12

14.

In the last few frames you have seen how authors extend one metaphor to express an idea. Authors also use several different metaphors to express one idea. For example, READ the following:

> They said, when he stood up to speak, stars and stripes came right out of the sky, and once he spoke against a river and made it sink into the ground. They said, when he walked the woods with his fishing rod, Killall, the trout would jump out of the streams right into his pockets, for they knew it was no use putting up a fight against him; and, when he argued a case, he could turn on the harps of the blessed and the shaking of the earth underground. But that's the kind of man he was. . . A man with a mouth like a mastiff, a brow like a mountain and eyes like burning anthracite -- that was Dan'l Webster in his prime.

What does the writer mean when he says trout jumped out of the stream into Daniel Webster's pockets?

- ☐ He had a magic fishing rod and huge pockets.
- ☐ He had fantastic luck catching fish.
- ☐ He only fished during spawning season when the trout jumped.

He had fantastic luck . . . .

All of the figures of speech (figurative language) in this passage create the overall impression that Daniel Webster was a:

- ☐ fighter
- ☐ murderous fisherman
- ☐ powerful man
- ☐ timid person

powerful man

13

15.

There are two important things to remember when interpreting metaphors:

1. What comparisons are made?

2. What do they tell you about the author's thought?

The author's thought may be complex. He may be trying to express a mixed feeling or two sides of something. For example:

"The winds that will be howling in a few hours
And are up-gathered now like sleeping flowers."

The author has presented two aspects of wind. The first line above refers to winds that will be howling. The word howling suggests that the winds will sound most like which of the following?

- ☐ birds
- ☐ dogs
- ☐ fish
- ☐ horses

dogs

The image in the second line suggests that the winds, at the moment:

- ☐ are noisy and rough
- ☐ are rushing through a garden
- ☐ are still and quiet

are still and quiet

14

16.

When I arose and saw the dawn,
I sighed for thee;
When light rode high, and the dew was gone,
And noon lay heavy on flower and tree,
And the weary Day turned to his rest,
Lingering like an unloved guest,
I sighed for thee.

Line 5 contains personification because Day is personified as weary and in need of rest, like someone about to go home to bed.

The Day is weary because (CHECK one):

- ☐ it has been raining
- ☐ it is almost evening
- ☐ it is summer

it is almost evening

17.

If you understand the overall imagery of a poem, you can judge for yourself what words would fit in a poem and what words would not fit.

For example if you read a poem about being in jail, which of the following phrases would be the most appropriate for jail imagery?

- ☐ green field
- ☐ locked doors
- ☐ open window
- ☐ blue sky

locked doors

15

18.

READ the following:

There is a panther _____ within my
breast
But what name, there is no breast shall know
Save mine, nor what it is that drives him so,
Backward and forward, in relentless quest -
That silent rage, baffled but unsuppressed,
The soft pad of those stealthy feet that go
Over my body's prison to and fro,
Trying the walls forever, without rest.

In view of the over-all imagery of tne above, which of these words would best complete the first line of the poem?

- ☐ caged
- ☐ free
- ☐ roaring
- ☐ sleeping

caged

16

19.

The Ropewalk

In that building, long and low,
With its windows all a-row,
Like the port-holes of a hulk,
1 Human spiders spin and spin,
Backward down their threads so thin
Dropping, each a hempen bulk.

At the end, an open door;
Squares of sunshine on the floor
Light the long and dusky lane;
2 And the whirring of a wheel,
Dull and drowsy, makes me feel
And its spokes are in my brain.

As the spinners to the end
Downward go and reascend,
Gleam the long _____ in the sun;
3 While within this brain of mine
Cobwebs brighter and more fine
By the busy wheel are spun.

How is the metaphor of humans compared to spiders developed as the poem progresses?

☐ Human workers are compared to spiders spinning a cobweb in the first and last verses.

☐ Workers are compared to spinning spiders in the first verse. In the third verse, the spider image also applies to the author's thoughts.

Workers are compared to . . .

Bearing in mind the image of spinning in the first line of stanza three, what words would fit best in the blank in line three?

☐ shadows
☐ threads
☐ spiders

threads

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

| | | |
|---|---|---|
| | 1. What is compared?<br>Shall I compare thee to a summer's day. | The poet's beloved is compared to a season. |
| | 2. What do we associate with summer? | We associate beauty, all things in bloom, pleasure, and beautiful weather. |
| | 3. What does the poet say about summer?<br>Rough winds do shake the buds of May<br>Sometimes too hot the eye of heaven shines<br>And summer's lease hath all too short a date<br>And every fair from fair sometimes declines<br>By chance or nature's changing course untrimmed. | Summer is not perfect. Weather changes. Summer itself is soon over. All that has bloomed then dies. |
| | 4. How does the poet's love compare to summer?<br>Thou art more lovely and more temperate. | She is more beautiful than summer and less extreme and changeable. |
| | 5. What does the poet wish for his love?<br>But thy eternal summer shall not fade<br>Nor lose possession of that fair thou owest<br>Nor shall Death brag thou wander'st in his shade.<br>When in eternal lines to time thou grow'st. | He wishes that her beauty last for all time, even beyond death. |
| | 6. What does the poet say about poetry?<br>So as long as men can breathe, or eyes can see<br>So long lives this and this gives life to thee. | The poem is not subject to natural change.<br>The poem is eternal and can live as long as men live on earth. |

(continued)

7. What does he say about his feeling?
So long lives this and this gives life to thee

His love can live on eternally because the poem expressing his feeling lives on.

8. What is the main metaphor?

Time

When you interpret imagery always ask yourself these questions.

1. What is being compared or described?

2. What do the comparisons tell you about the author's thoughts or feelings?

## MASTERY TEST

Time started _____

20

READ the following passage:

> Like a football team whose colors are gold and scarlet
> This wedge of trees in fall
> Troops out to the edge of the field, with one big fellow
> Looming above them all.

1. What is the comparison the author makes in this poem?

   a. ☐ between a group of trees and a football game

   b. ☐ between a cliff and a football team

   c. ☐ between a football team and a troop of soldiers

   d. ☐ between a grassy field and a forest

READ the following statement:

> "Praise, said the sage* with a sigh, "is to an old man an empty sound. I have neither mother to be delighted with the reputation of her son, nor wife to partake the honours of her husband."

2. CHECK the best interpretation of the metaphorical statement, "Praise is an empty sound":

   a. ☐ Praise doesn't mean anything when you're old since you have no one with whom to share it.

   b. ☐ Since old men are usually deaf, they do not hear when people praise them.

   c. ☐ Old men, who usually do not have wives or mothers, do not need praise.

*A sage is a wise man.

READ the following:

To fight aloud is very brave,
But gallanter, I know,
Who charge within the bosom,
The cavalry of woe.

Who win, and nations do not see,
Who fall, and none observe,
Whose dying eyes no country
Regards with patriot love.

We trust, in plumed procession,
For such the troops of soldiers go,
Rank after rank, with even
Feet, and _____ of snow.

3. In view of the over-all imagery of the above poem, which of the following would best complete the last line?

a. ☐ blankets

b. ☐ clouds

c. ☐ dresses

d. ☐ uniforms

READ the following:

Pale green-white, in a regiment across the sky,
The clouds retreating from a perilous fight
Carry the moon with them, a heavy sack of gold.

4. UNDERLINE the words or phrases that develop the personification of the clouds as members of an army.

5. Following the imagery of this poem, the moon is described as:

a. ☐ a friend

b. ☐ an enemy

c. ☐ booty

d. ☐ a general

READ the following poem:

Thoughts of the last bitter hour come like a blight
Over the spirit, and sad images
Of the stern agony, and shroud, and pall,
And breathless darkness, and the narrow house,
Make thee to shudder, and grow sick at heart.

6. The author uses death imagery to express his opinion that:

a. ☐ the thought of death is pleasant

b. ☐ death is an end to sorrow

c. ☐ the thought of death is painful

d. ☐ cheerful people don't think about death

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.



☆ U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-852

PM 431 - 46

# ADVANCED GENERAL EDUCATION PROGRAM

## A HIGH SCHOOL SELF-STUDY PROGRAM

PERIODS AND LEVELS OF WRITING

LEVEL: II

UNIT: 5

LESSON: 4

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

1.

In reading English and American literature, you will come across different ways of using words. Some of these differences are the result of the time in which the writer lives. Writers of a hundred years ago used language that is unfamiliar to us today. For example, READ the following paragraph:

> At the age of twenty-one I was, in the proper situation of a youth, delivered from the heavy yoke of education and delighted with a comparative state of liberty and affluence.

The words and phrases used by this writer are complicated. You may have to read the passage a few times to understand that the writer is merely saying he finished school at twenty-one and was glad to be finished. He was also glad to have more money. Affluence means wealth.

CHECK the sentences that best describe the language used by the writer:

- ☐ It is like our everyday speech.
- ☐ It is very different from our speech today.
- ☐ It seems simple.
- ☐ It seems complicated.

It is very different . . .

It seems complicated.

2.

Here is an example of another kind of writing. The writer has expressed himself in language that is probably more familiar to you:

> Nick wriggled his toes in the water, in his shoes, and got out a cigarette from his breast pocket. He lit it and tossed the match into the fast water below the logs. A tiny trout rose at the match, as it swung around in the fast current. Nick laughed. He finished the cigarette.

CHECK the phrase that best describes the way this writer expresses himself.

- ☐ He doesn't write the way people talk today.
- ☐ He uses complicated words and expressions that are uncommon to us.
- ☐ His words are like those we use every day -- clear and simple.

His words are like those . . . .

3.

The writers of the two selections below are both saying the same thing. However, you can see that they are saying the same thing in very different ways. Many writers in the past wrote like the writer of the first paragraph below.

1. Trust not a man's words or you may come to very erroneous conclusions, but at all times place implicit confidence in a man's countenance in which there is no deceit and of necessity there can be none.

2. Don't trust what a man says, believe what you see on his face. Faces cannot lie.

Which selection is easier to read because it has simpler words?

- ☐ 1
- ☐ 2

2

Which selection seems the most familiar (closest to you)?

- ☐ 1
- ☐ 2

2

2

| | |
|---|---|
| 4.<br><br>Literature that is written in the time and place you are living in is likely to be more familiar to you. This is because it is likely to describe a world that you know and feelings that you understand.<br><br>Literature written the same time or period that it is read is called <u>contemporary</u>.<br><br>NO RESPONSE REQUIRED | GO ON TO THE NEXT FRAME |
| 5.<br><br>READ this verse. It was written in the Twentieth Century (from 1901 to 2000).<br><br>The winter evening settles down<br>With smell of steaks in passageways<br>Six o'clock.<br>The burnt-out ends of smoky days.<br><br>The above verse is:<br><br>☐ contemporary (written in the past 50 years)<br>☐ not contemporary (written over 100 years ago) | contemporary (written in . . .) |

6.

When you are trying to decide whether literature is contemporary (written in the present time) it often helps to look for familiar words, feelings and expressions.

READ the verses below. CHECK the one that sounds contemporary.

☐ "To the celestial, and my soul's idol,
the most beautiful Ophelia."
That's an ill phrase, an ill phrase.

☐ How all occasions do inform against me,
And spur my dull revenge! What is a man,
If his chief good and market of his time
Be but to sleep and feed? a beast, no more.

☐ The crowd at the ball game is moved uniformly
By a spirit of uselessness which delights them
All the exciting details of the chase
And the escape; the error, the flash of genius

The crowd at the ball game . . .

7.

You will be able to read most contemporary literature without much difficulty. But, in reading earlier styles of literature (works written one, two or three hundred years ago), you should read more slowly in order to understand what is being said.

Sometimes in literature of an earlier time you will come across words no longer used today. These may give you trouble, although you can often guess what they mean.

You will also come across words you do not understand. Sometimes the word will be defined for you. Other times, no definitions will be given. Try to figure out what the word means from the rest of the passage. If you cannot, try to answer the questions in this lesson anyway. You can answer many of the questions without understanding <u>all</u> the words in the passage.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

8.

Here is part of a verse written by William Shakespeare in the 16th century. You will see that it is very different from contemporary literature.

Blow, blow, <u>thou</u> winter wind:
<u>Thou art</u> not so unkind
As man's ingratitude.

The words that make this verse so different from contemporary verse are underlined.

The word "thou" means "you"; the word "art" means "are." Today we no longer use words like these. We would say that words like these are "old-fashioned." Sometimes you can guess what old-fashioned words mean because they resemble words we use today. For example, READ this line:

Thou speakest wisely.

A contemporary writer would probably say:

- ☐ "You are wise"
- ☐ "He speaks wisely"
- ☐ "You speak wisely"

"You speak wisely"

READ this line:

Thou <u>hast</u> wounded him.

The underlined word means:

- ☐ are
- ☐ have
- ☐ speak

have

6

9.

READ this line:

"'Tis not for nothing that we life pursue."

A contemporary writer would not express this idea in the same way, he might say:

"It is not for nothing that we pursue life," or
"Life is not meaningless."

What are the differences between the modern line and the earlier or older one?

| | |
|---|---|
| ☐ the contemporary line uses "it is" instead of "'tis" | . . . instead of "'tis" |
| ☐ the contemporary line does not use the word "nothing" | |
| ☐ the earlier line has an unusual ordering of the last two words | the earlier line has an . . . |

7

10.

You have seen that older language can be slightly different from modern or contemporary language. There is also some older language that is very different from modern language.

In the sentence below, the word affections means "emotions" or "feelings."

Jason was a person with strong affections.

In the sentence below, the word favor means "accepting a marriage proposal."

John hoped that Melinda would grant him her favor.

READ the sentence below, then CHECK the best modern translation of it.

William's burning affections led him to apply for Bertha's favor.

- ☐ William felt strongly about Bertha so he asked her to do him a favor.
- ☐ William loved Bertha so he asked her to marry him.
- ☐ William thought Bertha was a nice person, so he asked her to go out with him.

William loved Bertha so . . . .

8

11.

All the lines below were written over a hundred years ago. The underlined words are no longer used today. WRITE a contemporary word or phrase for each underlined word or phrase.

| | |
|---|---|
| 'Tis a good deed. _____ | It is |
| Alas, 'tis true I have gone here and there. _____ | It is |
| Summer's lease hath all too short a date. _____ | has |
| Thou owest him nothing. _____ | You |
| Canst thou not feel the breeze? _____ | Can you |
| Dost thou think, because thou art virtuous, there shall be no more cakes and ale? _____ | Do you |
| Thou art a fool. _____ | You are |
| She felt several affections at once. _____ | emotions or feelings |
| She granted her favor to no man. _____ | love<br>(or equivalent response) |

12.

READ these passages.

A. I won't take my religion from any man who never works except with his mouth and never cherishes any memory except the face of the woman on the American silver dollar.

B. Humanity i love you because
when you're hard up you pawn your
intelligence to buy a drink.
Humanity i love you.

C. The door of Henry's lunch-room opened and two men came in. They sat down at the counter.
"What's yours?" George asked them.
"I don't know," one of the men said.
"What do you want to eat, Al?"
"I don't know," said Al. "I don't know what I want to eat."

What do all three of these selections have in common?

- ☐ They all use old-fashioned words.
- ☐ They use unfamiliar words.
- ☐ They use common everyday language.
- ☐ They use the language of earlier periods for a humorous effect.

They use common . . . .

10

13.

Words and phrases characteristic of everyday speech are called colloquial. Colloquial expressions originate in conversation. Writers use colloquialisms in literature to make their works seem more life like.

READ these two notes. One seems more natural than the other; it is colloquial, conversational.

A. Dear Dad,
Be a pal. Send me twenty-five bucks pronto. I'm low on cash and need a helping hand in order to get by 'till payday. You can trust me to pay you back in a hurry.

B. Dear Father,
I am taking advantage of your offer to help me financially in trying circumstances. I need a loan of twenty-five dollars in order to survive until I receive my weekly wages. I will reimburse you for the loan immediately upon receipt of my paycheck.

Which letter is colloquial?

- ☐ Letter A
- ☐ Letter B

Letter A

Which letter uses the language of ordinary conversation?

- ☐ Letter A
- ☐ Letter B

Letter A

11

14.

Strict standards of grammar and usage are often not followed in ordinary conversation. Therefore, colloquial language is said to be informal.

For example the poems below are colloquial, some of the more informal phrases are underlined.

1. Many things I might have said today
   And I kept my mouth shut.
   So many times I was asked
   To come and say the same things
   Everyone else was saying. . .

2. Tobacco is a dirty weed:
   I like it.
   It satisfies no normal need:
   I like it.
   It makes you thin, it makes you lean,
   It's the worst darn stuff I've ever seen:
   I like it.

MATCH the informal, coloquial phrase with the more formal phrase that has the same meaning.

1. _____ kept my mouth shut
2. _____ worst darn stuff

A. kept his trap shut

B. most insidious form of living matter

C. remained silent

1. C

2. B

15.

If a writer decides to write a novel or a story and he has the characters talk in everyday language, he may use colloquial English. This makes the characters seem more real because colloquial English:

- ☐ is commonly used in everyday speech
- ☐ only appears in formal, written language
- ☐ strictly follows the rules of grammar and usage

is commonly used in . . .

12

16.

In colloquial speech, there are many expressions that use words in a figurative sense. For example, when we say that people get <u>breaks</u>, we don't mean that they keep breaking their legs. We mean that things are going well for them.

Similarly, when we say that someone is <u>off his rocker</u>, we don't mean that he is not on a rocking chair. We mean that he's crazy.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

17.

Colloquial language that is figurative is sometimes called <u>idiomatic</u> language. Idioms are words or phrases that express an idea figuratively. For example:

Either a poem <u>swings</u> or it doesn't.

<u>Swings</u> is an idiomatic expression in the above line. It means that a poem either:

- ☐ appeals to the reader or it doesn't
- ☐ discourages or encourages the reader
- ☐ moves with a swinging motion or it doesn't

appeals to the reader or . . .

17a.

READ this line. It contains an idiomatic expression.

> I heard his story; but it just doesn't ring true.

What is meant in the above line?

- ☐ the story is about a bell that doesn't work properly
- ☐ the story is told to music and sounds funny
- ☐ the story sounds like a lie

. . . sounds like a lie

Idiomatic expressions:

- ☐ are always literal expressions
- ☐ are used in everyday speech
- ☐ follow strict standards of grammar and usage
- ☐ usually have a figurative meaning

are used in everyday speech

usually have a figurative meaning

17b.

LOOK for idiomatic expressions in the sentences below. Remember that words in this kind of expression have a meaning that differs from their literal meaning. UNDERLINE three (3) idiomatic expressions in the sentences below.

You could have underlined:

> The room in which he found himself was extremely large.
>
> As the soldier spat carelessly on the floor, the bartender glared at him angrily.
>
> Along all the coasts of the United States, a continuing rise of sea level has been observed since 1930.
>
> Mildred seems to have flipped her lid.
>
> Some people get all the breaks.
>
> When you're hard up you pawn your intelligence to buy a drink.

flipped her lid.

get all the breaks.

hard up

14

18.

Anything that can be expressed idiomatically can also be expressed in standard English. Below are pairs of expressions that have the same meaning. In each pair, one expression is written in standard English and the other in idiomatic English. CHECK the expression in each pair that is idiomatic.

| | |
|---|---|
| ☐ The horses started to gallop.<br>☐ The horses took off. | The horses took off. |
| ☐ to succeed<br>☐ to make it | to make it |
| ☐ to get the breaks<br>☐ to have good luck (or good fortune) | to get the breaks |
| ☐ He got over his drunk.<br>☐ He became sober. | He got over his drunk. |
| ☐ to zero in on<br>☐ to center attention on | to zero in on |
| ☐ The lawyer had the case all sewed up.<br>☐ It seemed certain that the lawyer would win the case. | . . . the case all sewed up. |

19.

Slang is a form of colloquial, idiomatic expression that is invented and used by a comparatively small audience. It is very informal and often called substandard English (English that is not acceptable according to the rules of standard usage).

For example,

Standard, Formal: Please leave the room for a moment

Informal, colloquial: Go 'way
idiomatic : Get lost, beat it, take off

Very Informal, Substandard: Scram

Which of the following expressions is slang?

- ☐ He bugs me
- ☐ He irritates me
- ☐ She gets on my nerves

He bugs me

20.

Formal, traditional English uses language that is generally in accordance with long-accepted, standard rules of English. One way to recognize formal style is to see if it uses colloquial expressions. If there are no colloquialisms, the passage is probably in a formal style.

READ the following passages:

1. Nothing is so much admired, and so little understood, as wit.

2. Rise up, my love, my fair one, and come away.
   For, lo! the winter is past, the rain is over and gone.
   The flowers appear on the earth; the time of the singing birds is come,
   And the voice of the turtle is heard in our land.

3. Shall I compare thee to a summer's day?
   Thou art more lovely and more temperate:
   Rough winds do shake the darling buds of May,
   And summer's lease hath all too short a date.

4. How shall I withhold my soul so that it does not touch on yours? How shall I uplift it over you to other things?

Which selections are written in formal style?

- ☐ 2 and 4
- ☐ 1 and 3
- ☐ all four

all four

17

21.

MARK an F beside any passage written in a formal style.

| | | |
|---|---|---|
| _____ | Candy<br>Is dandy<br>But liquor<br>Is quicker | |
| _____ | Go, and catch a falling star<br>Get with child a mandrake root,<br>Tell me, where all past years are,<br>Or who cleft the Devil's foot. | F |
| _____ | Good sense is of all things in the world most equally distributed, for everybody thinks himself so abundantly provided with it, that even those most difficult to please in all other matters do not commonly desire more of it than they already possess. | F |
| _____ | Love is not, like hunger, a mere selfish appetite: it is an associative quality. | F |
| _____ | What is the first effect of love, but to associate the feeling with every object in nature? The trees whisper, the roses exhale their perfumes, the nightingales sing, nay the very skies smile in unison with the feeling of true and pure love. | F |
| _____ | April is the cruelest month, breeding<br>Lilacs out of the dead land, mixing<br>Memory and desire, stirring<br>Dull roots with spring rain. | F |
| _____ | Men seldom make passes<br>At girls who wear glasses. | |
| _____ | There warn't anybody at the church, except maybe a hog or two, for there warn't any lock on the door, and hogs likes a concrete floor in the summertime because it's cool. If you notice, most folks don't go to church only when they've got to; but a hog is different. | |

22.

Which of the following terms can be used to describe formal English?

- ☐ colloquial
- ☐ conversational
- ☐ idiomatic
- ☐ informal
- ☐ slang
- ☐ standard

standard

23.

Sometimes a writer uses formal (or traditional) and colloquial language. For example, a story written in traditional English might have characters whose conversation is colloquial. A writer can do this and not interrupt the mood he has set up.

READ the passage below. This passage uses two styles but its mood is not changed.

Sarah reached out and extinguished the light.
The small room was plunged into darkness.
"Hurry up," she called, her irritation returning. "Hurry up, Jim; I'm standing here in pitch dark. Can't you get a move on and light that blasted candle?"
But it was fully fifteen seconds before a candle began to glow.

What type of English is used in lines 1 and 2?

- ☐ colloquial
- ☐ formal

formal

What type of English is used in line 6?

- ☐ colloquial
- ☐ formal

colloquial

What type of English is used in line 7?

- ☐ colloquial
- ☐ formal

formal

24.

READ this poem:

I sometimes think I'd rather crow
And be a rooster than to roost
And be a crow. But I dunno.

This poem is:

☐ colloquial
☐ formal

colloquial

READ this poem:

I am he who walks with the tender and growing night
I call to the earth and sea half-held by the night.

This poem is:

☐ colloquial
☐ formal

formal

20

25.

INTRODUCTORY FRAME

Writers use formal or informal language depending upon what they want to express. They choose the type of language that is appropriate to the thought, feeling or idea they are writing about.

Authors want their written expressions to be effective. They carefully consider what type of language they want to use. They also consider how to use their words, how to arrange them.

For example:

Tell me what is the night
Tell me what is a thought
Tell me what is a joy

This poet has arranged the words in a particular order. He could have arranged them like this:

Tell me what night thought and joy are.

Such an arrangement, however, would not have conveyed what the author wanted to express. The second arrangement does not have the same effect as the first.

In the following frames you will learn how writers arrange words to get the effect they want.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

26.

Writers often repeat lines or phrases that are similar. Sometimes the lines are similar because parts of them are exactly the same.

READ this verse:

Tell me what is the night or day to one overflowed with woe?
Tell me what is a thought, and of what substance is it made?
Tell me what is a joy, and in what gardens do joys grow?

These lines ask about the meaning of life. Such a question may have many answers or no answer.

The author repeats one phrase because he wants to emphasize the questioning. UNDERLINE the phrase that is repeated in all three lines of the above poem.

Tell me what is

27.

In the verse below the author repeats phrases.

Give 'em the axe the axe the axe
Give 'em the axe the axe the axe
Give 'em the axe
Give 'em the axe
Give 'em the axe -- WHERE?

Right in the neck the neck the neck
Right in the neck the neck the neck
Right in the neck
Right in the neck
Right in the neck -- THERE!

Try reading the verse aloud. What is the effect of repeating the phrases over and over?

- ☐ The verse sounds like a steady drumbeat.
- ☐ The verse sounds like the uneven howl of a cat.
- ☐ The verse sounds like softly running water.

. . . a steady drumbeat.

22

28.

Lines that are similar may contain a few words or phrases that are repeated.

READ both verses below.

A. Earth of the slumbering and liquid trees!
Earth of departed sunset,
Earth of the mountains misty-topped!
Earth of the vitreous pour of the full moon just tinged with blue!
Earth of shine and dark mottling the tide of the river!

B. She is a woman, therefore may be wooed;
She is a woman, therefore may be won;

In passage A, UNDERLINE the phrase that is repeated in exactly the same way in all the lines.

Earth of

In passage B, CIRCLE the single word that is changed in the second line.

won

29.

Here are two similar lines. The words in each are arranged in the same way:

There was a red-haired girl holding a doll and sitting on the fence.
There was a brown-haired boy holding a ball and sitting on the log.

READ the lines below and CHECK the two lines that are arranged in the same way.

☐ In the morning he put on his shirt.
☐ In the evening he put on his coat.
☐ When he came home, he got dressed.

. . . he put on his shirt.
. . . he put on his coat.

30.

READ this verse:

1 The king of France went up the hill,
2 The king of France went up the hill.

Line 2 of this verse is:

- ☐ repeated in exactly the same way as line 1
- ☐ somewhat different, but similar to line 1
- ☐ completely different from line 1

repeated in exactly the same . . .

READ this verse:

1 The king of France went up the hill,
2 The queen of France came down the hill.

These two lines are not exactly alike, but they are <u>similar</u> because:

- ☐ they are exactly the same
- ☐ they use some of the same words arranged in the same order
- ☐ they use the same words arranged in a different order

they use some of the same . . .

24

31.

When a writer repeats a phrase or a line in exactly the same way, he is using repetition.

When he writes phrases or lines that are similar, he is using parallelism.

Perhaps you know from mathematics that two lines that are parallel look like this:

In mathematics, parallel lines go the same way. Similarly, in literature, two lines that "go the same way" (are arranged in the same way) are parallel.

After each of the following, WRITE either "repetition" or "parallelism."

1. She looked at the sky, she looked at the sky.
   _____ repetition

2. She looked at the sky and he looked at the moon.
   _____ parallelism

3. The wind was a torrent of darkness among the
   gusty trees,
   The moon was a ghostly galleon tossed upon
   cloudy seas,
   The road was a ribbon of moonlight over purple
   moor . . . _____ parallelism

4. As I ride, as I ride
   To our Chief and his Allied,
   Who dares chide my heart's pride
   As I ride, as I ride? _____ repetition

5. The sheep's in the meadow,
   The cow's in the corn. _____ parallelism

32.

READ this poem:

1 Let no charitable hope
2 Confuse my mind with images
3 Of eagle and of antelope;
4 I am in nature none of these.

5 I was, being human, born alone;
6 I am, being woman, hard beset;
7 I live by squeezing from a stone
8 The little nourishment I get.

Parallelism is found in lines:

- ☐ 4 and 5
- ☐ 5 and 6
- ☐ 6 and 7
- ☐ 4 and 7

5 and 6

33.

READ this poem:

1 Why so pale and wan, fond lover?
2 Prithee, why so pale?
3 Will, when looking well can't move her,
4 Looking ill prevail?
5 Prithee, why so pale?

Repetition is found in lines:

- ☐ 1, 2 and 3
- ☐ 1, 2 and 5
- ☐ 2, 3 and 5
- ☐ 3, 4 and 5

1, 2 and 5

34.

The king was in the counting house counting all
his money;
The queen was in the parlor eating bread and
honey.
The maid was in the garden hanging out the
clothes;
Along came a blackbird and snipped off her nose.

This verse is notable for which literary device?

- ☐ the use of parallelism
- ☐ the use of repetition

the use of parallelism

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

CONTEMPORARY STYLE

Contemporary style refers to literature written within the last 50 years. This kind of literature talks about things living people are familiar with. It contains familiar words, feelings and expressions. Word arrangement is closer to the way we arrange our words as we speak today.

INFORMAL STYLE

Informal style refers to literature and uses language in ways similiar to those used in speech. Informal style may be contemporary or non-contemporary. A story that is written in the language people talked 300 years ago would be non-contemporary informal.

Informal style may use any of the following forms.

COLLOQUIAL EXPRESSION

1. Colloquial expression is language closest to the way people speak to each other daily. Strict rules of grammar and usage are not followed.

   EXAMPLE:

   Be a pal. Send me twenty-five bucks pronto. I need a hand to get by 'till payday.

IDIOMATIC EXPRESSION

2. Idiomatic expressions use words or phrases that express an idea figuratively. Their figurative meaning is understood by people who use the language, but is hard to learn from grammar books.

SLANG

3. Slang is a form of colloquial, idiomatic expression invented and used by a small group. Very informal. Anything that can be said in slang can be said in standard English.

   EXAMPLE:

| Slang | Standard English |
|---|---|
| She bugs me. Let's split. | She irritates me. Let's leave. |

TRADITIONAL OR FORMAL STYLE

Literature written in formal or traditional style uses language that is generally in accord with long-accepted standard rules of English. If a passage uses no colloquial expressions, it is probably in a formal style.

EXAMPLE:

Good sense is of all things in the world most equally distributed, for everybody thinks himself so abundantly provided with it, that even those most difficult to please in all other matters do not commonly desire more of it than they possess.

## STYLE

Style refers to the way an author chooses and arranges his words.

In general, authors writing at a particular time in history use a style of writing which was accepted at that time as standard.

A writer may favor a special style of writing, such as formal or informal. However, each writer may also be said to have his own style, which is his own personal ways of choosing and arranging words, much as a person has his own style of doing things or of wearing clothes.

## NON-CONTEMPORARY STYLE

Non-contemporary style refers to literature that was written more than 50 years ago.

1. Non-contemporary style often uses words that we no longer use today such as 'tis, hast, dost, wast. We can recognize these words because they are so similar to the words we do use today.

   EXAMPLE:

   Summer's lease <u>hath</u> all too short a date.

2. Non-contemporary style uses familiar words which had different meanings then than they have today.

   EXAMPLE:

   | | |
   |---|---|
   | <u>affections</u> | meaning "emotion" or "strong feeling" |
   | <u>favor</u> | meaning "accepting a marriage proposal" |

3. Non-contemporary style often puts words in an order that we would not use today.

   EXAMPLE:

   "Tis not for nothing <u>we life pursue</u>."

4. Non-contemporary style may use language in a much more complicated and formal way than we are used to.

   EXAMPLE:

   Trust not a man's words or you may come to very erroneous conclusions, but at all times place implicit confidence in a man's countenance in which there is no deceit and of necessity there can be none.

| | |
|---|---|
| COMBINATION OF FORMAL AND COLLOQUIAL STYLE | Often writers will combine these two styles. A story written in traditional, formal English might have characters whose conversation is colloquial, idiomatic and/or slangy.<br><br>EXAMPLE:<br>The door of Henry's lunch-room opened and two men came in. They sat down at the counter.<br>"What's yours?" George asked them.<br>"I don't know," one of the men said. "What do you want to eat, Al?" |
| WORD ARRANGEMENT | A writer considers how to arrange words to create an appropriate effect. To <u>emphasize</u> a thought or feeling he may use: |
| REPETITION | 1. Repetition is the term used to indicate that a line or phrase is repeated.<br><br>EXAMPLE:<br><u>She is a woman</u>, therefore may be wooed;<br><u>She is a woman</u>, therefore may be won; |
| PARALLELISM | 2. Parallelism indicates that the author repeats phrases or lines that are similar in their word <u>arrangement</u> but not in the exact words used.<br><br>EXAMPLE:<br>The wind was a torrent of darkness among the gusty trees.<br>The moon was a ghostly galleon tossed upon cloudy seas,<br>The road was a ribbon of moonlight over purple moor. |
| COMMON LITERARY STYLES | Besides being <u>contemporary</u> or <u>non-contemporary</u>, <u>formal</u> or <u>informal</u>, a writer's style may also be described in other ways. |
| CONCISE | Concise style is clear and direct. It makes its point as <u>briefly</u> as possible.<br><br>EXAMPLE:<br>Don't trust what a man says; believe what you see on his face. Faces don't lie. |
| VERBOSE OR WORDY | A verbose style has many extra words that do not add to our impression or understanding. |

## MASTERY TEST

Time started _____

1. CHECK the sentences that are written in colloquial or idiomatic language:

   a. ☐ Satire is a sort of mirror, wherein beholders generally discover everybody's face but their own.

   b. ☐ A sucker should never be given a break.

   c. ☐ It's no use to gripe; it's just as easy to laugh things off.

   d. ☐ Give me your tired, your poor, your huddled masses yearning to breathe free.

   e. ☐ This is the way the world ends: not with a bang, but a whimper.

2. READ the verse below, then CHECK the items following that correctly describe the language used in the poem:

   Ah, love, let us be true
   To one another! for the world, which seems
   To lie before us like a land of dreams,
   So various, so beautiful, so new
   Hath really neither joy, nor love, nor light,
   Nor certitude, nor peace, nor help for pain;
   And we are here as on a darkling plain
   Swept with confused alarms of struggle and flight
   Where ignorant armies clash by night.

   a. ☐ colloquial

   b. ☐ contemporary

   c. ☐ formal

   d. ☐ idiomatic

   e. ☐ informal

   f. ☐ traditional

3. Idiomatic expressions use words :

a. ☐ in a different sense than their literal meaning

b. ☐ that are considered old-fashioned now

c. ☐ that are uncommon and humorous

d. ☐ that keep their usual meaning but are applied in unusual contexts

READ this poem, then ANSWER the question below:

1 As a fond mother at the end of the day
2 Drags her kid to hit the hay
3 Half willing, half reluctant to be led
4 And leave his broken playthings on the floor,
5 Still gazing at them through the open door,
6 Nor wholly reassured and comforted
7 By promises of others in their stead,
8 Which, though more splendid, may not please him more. . .

4. Which line in the poem above is written in a colloquial style?

a. ☐ line 2

b. ☐ line 4

c. ☐ line 6

d. ☐ line 7

e. ☐ line 8

5. This passage was written in the 19th century (1800 - 1899).

> He knew there was no hope left for him when he overheard her say, "I do hope that Mr. Williams does not press his affections upon me. It will be most awkward."

What does the word affections mean in the above context?

a. ☐ affection

b. ☐ mild fondness

c. ☐ strong feelings of friendship

d. ☐ strong feelings of love

6. READ this poem:

1 When I consider thy heavens, the work of thy fingers,
The moon and the stars, which thou hast ordained;
3 What is man, that thou art mindful of him?
And the son of man, that thou visitest him?
5 For thou has made him but little lower than God,
And crownest him with glory and honor.
7 Thou madest him to have dominion over the works of thy hands;
Thou hast put all things under his feet:

Parallelism is found in lines:

a. ☐ 1 and 2

b. ☐ 3 and 4

c. ☐ 5 and 6

d. ☐ 7 and 8

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.



* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-853

PM 431 - 47

# ADVANCED GENERAL EDUCATION PROGRAM

## A HIGH SCHOOL SELF-STUDY PROGRAM

QUALITIES OF GOOD AND BAD WRITING
LEVEL: II
UNIT: 5
LESSON: 5

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

| | |
|---|---|
| 1.<br><br>In the last lesson you learned that authors use different kinds of language to express themselves. You saw that writers of two hundred years ago used expressions that are no longer part of English speech. Which of the following words are examples of language used over 100 years ago that would not be used today?<br><br>☐ abound<br>☐ burden<br>☐ hast<br>☐ thou<br>☐ tis | hast<br>thou<br>tis |
| 2.<br><br>When you read literature, you read words chosen and arranged in a certain way. A writer may use formal or traditional language. He may write with a contemporary voice. He may use colloquial, idiomatic expressions. A writer selects and arranges his words to convey particular thoughts or feelings to his reader.<br><br>You read this in the last lesson:<br><br>I was, being human, born alone;<br>I am, being woman, hard beset<br><br>The writer of this passage has arranged his lines according to what device?<br><br>☐ parallelism<br>☐ repetition | parallelism |

| | |
|---|---|
| 3.<br><br>Writers use every "trick in the book" to create a strong impression on the reader. For the most part, the reader is not aware of the devices used by the author of a poem or story. If the writer has been successful, the reader comes away with a new understanding.<br><br>What kind of language does the writer use in the first line of this frame?<br><br>☐ informal, colloquial<br>☐ standard, formal<br>☐ slang<br><br>The writer used this type of language to make his point clear. By using the expression "every trick in the book," the writer of this frame trys to show that authors have many ways to express themselves. The writer implies that:<br><br>☐ there are many methods of writing and that these methods are familiar to most authors<br><br>☐ writers have a book of ideas to follow when they write<br><br>☐ writing is nothing but a trick and readers can see through authors' schemes | informal, colloquial<br><br>there are many methods of . . . |

4.

An author's way of using words is called his <u>style</u>. No doubt you have heard this word applied to things other than writing. People talk about styles of clothing. You may call a musician's way of playing an instrument his style. Perhaps you identify a person by the word style. For example:

I like his style! I mean, he's really tough.
No one would take him for a ride.

Style in the above sentence refers to the personality of a man -- the way he carries himself and the way he communicates himself to others.

Style in literature refers to the way an author uses words. Style is a personal thing; therefore:

- ☐ every writer has his own particular style
- ☐ most styles are similar
- ☐ most writers have contrasting styles

every writer has his own . . .

5.

Two elements that affect a writer's style are the words that he selects and the way he arranges these words.

READ these two passages:

A When we got married, I made a promise
to love, honor and cherish you until I
died. Now, after five years of marriage,
I'm not sure I made the correct decision.

B I put my hand upon my heart
And swore that we should never part -
I wonder what I should have said
If I had put my hand upon my head.

The two passages express the same thought. COMPARE A and B. The authors have:

- ☐ arranged the words differently
- ☐ arranged the words in the same way
- ☐ selected different words
- ☐ selected the same words

arranged the words differently

selected different words

They are written in:

- ☐ different styles
- ☐ similar styles

different styles

6.

Below are two passages written in different styles. READ each passage carefully.

A Understanding some of the terms associated with style in literature will help you to receive a passing score on the GED exams.

B In the tests you must take to qualify for a high school equivalency certificate, you will be asked to read certain passages from literature. Some of the questions about these passages will refer to style. Consequently, it will help you on the tests to understand some of the terms associated with style in literature.

Passage A is written in a concise style. Passage B is written in a verbose style.

What does verbose mean?

- ☐ brief and accurate
- ☐ clear and to the point
- ☐ direct
- ☐ using a lot of unnecessary words
- ☐ wordy

using a lot of unnecessary words
wordy

7.

A writer's style is concise if he makes his point in the briefest way possible. Concise writing is clear and direct.

A verbose style uses too many extra words that do not add information.

Extra words often make a point less clear.

Below are three pairs of sentences. One sentence in each pair is concise; the other is verbose. After each sentence, WRITE either CONCISE or VERBOSE.

| | |
|---|---|
| The wind stirred the leaves in the tree. _____ | CONCISE |
| The soft gentle wind moved and stirred the dark green leaves in the very large tree. _____ | VERBOSE |
| One can say unhesitatingly of John that he rarely, if ever, commits any action that can be described as dishonest. _____ | VERBOSE |
| John is honest. _____ | CONCISE |
| Needless to say, we would be pleased if you returned to our home to visit with us again at some future time. _____ | VERBOSE |
| We hope you visit us again. _____ | CONCISE |

8.

"Verbose" is a negative description of a writing style. A style is not called verbose just because the writer uses a lot of words. It is called verbose if many of the words add nothing to clarity or feeling.

A Theodore Nelson, director of the Rodman Job Corps Center in New Bedford, Mass. is called "Sundown" Nelson by his charges. Make a lot of trouble, they say, and you'll find yourself out of the center by nightfall.

B Theodore Nelson, director of the Rodman Job Corps Center in New Bedford, Mass. has a reputation which has earned him the nickname of "Sundown" Nelson. This reputation is based on Mr. Nelson's practice of immediately discharging those Corpsmen who present discipline problems. Corpsman who misbehave on Center in the day are dismissed by Mr. Nelson before that day is done.

Which passage is written in a verbose style?

- ☐ Passage A
- ☐ Passage B

Passage B

9.

A writer can also select and arrange many words in a non-verbose style. Many words may be needed to convey a certain feeling or to describe a particular scene. For example:

A Carl really slaved today, despite the burning heat.

B I've never seen Carl work so hard. For three hours he drove an open tractor in the hot sun. His back gleamed with perspiration and he kept wiping drops of sweat from his brow.

C Today was one of the hottest days we've had, and Carl worked harder today than ever before. He drove the tractor. You know what a hard job that is, especially in the hot sun. He drove that tractor up and down that enormous field all day long, it seemed. You could see he was hot, too.

Passage A is <u>concise</u>, but it misses some of the feeling conveyed by the other passages. Being brief is not always appropriate.

Which of the above passages is verbose because many words are repeated that do <u>not</u> add anything to the general picture?

☐ B
☐ C

C

| | |
|---|---|
| 10.<br><br>After each sentence below, WRITE CONCISE, VERBOSE, or NEITHER.<br><br>The Administration scored what was regarded as a legislative victory today. _____<br><br>The President of the United States today received what he regarded as a sign of support and approval from the elected representatives of the people when they passed a bill he had suggested.<br>_____<br><br>Today makes one more plus for the Administration. Another of its bills has made its way through the maze of Congressional committees and subcommittees to become a new law. _____<br><br>The administration is certainly successful in moving Congress to pass the laws it suggests. Today the President had yet another success. After only two weeks of discussion on the floor, the tax law was passed. The President certainly must feel that his policies are widely supported.<br>_____ | CONCISE<br><br>VERBOSE<br><br>NEITHER<br><br>VERBOSE |
| 11.<br><br>A writer uses a matter-of-fact style to tell only what happened, without emotion or feeling, in plain and concise language.<br><br>READ this passage:<br><br>He began to swim hard. I dived in the water, too. Tom didn't say anything, and I didn't either. Then we walked up out of the water.<br><br>The writer of this passage is describing:<br><br>☐ his own feelings<br>☐ the feelings of the swimmer<br>☐ what happened<br><br>The style is:<br><br>☐ flowery<br>☐ matter of fact | what happened<br><br>matter of fact |

12.

Many newspaper articles show an attempt to achieve a matter-of-fact style.

A As of May 1, he says, 75,000 youths had been in the corps for varying periods since its beginning in January 1965. Of that total, 70% were either working, in school, or in military service. Those working were averaging $1.71 an hour in pay, compared with the $1.19 average hourly rate of those youths who were working before they joined the corps. Mr. Kelly considers this 70% figure a high batting average. Critics claim the corps figures aren't reliable.

B Ah, Richard, with the eyes of heavy mind,
I see thy glory like a shooting star
Fall to the base earth from the firmament!
The sun sets weeping in the lowly west,
Witnessing storms to come, woe and unrest;
Thy friends are fled, to wait upon thy foes;
And crossly to thy good all fortune goes.

Which passage is written in a matter of fact style?

- ☐ Passage A
- ☐ Passage B

Passage A

A matter of fact style is characterized by:

- ☐ definite point of view
- ☐ humor
- ☐ lack of emotion
- ☐ passionate emotion

lack of emotion

A matter of fact style uses:

- ☐ decorative language
- ☐ figurative language
- ☐ simple language

simple language

13.

A newspaper article is matter-of-fact; a fairy tale is fanciful.

The Pobble who has no toes
Had once as many as we;
When they said, "Some day you
may lose them all" --
He replied, -- "Fish fiddle de-dee!"

Fanciful writing is:

- ☐ imaginative
- ☐ factual

imaginative

14.

In the last lesson, you learned that some words we use today had different meaning when they were used over 100 years ago. For example, "affections" used to mean love. To feel affectionate today means to have warm or kind feelings for someone. It does not necessarily imply strong feelings of love.

Fancy used to mean something imagined -- a mental picture. Fancy has come to mean ornamental or not plain. You have probably used the word fancy to describe someone all dressed up.

When the word fanciful is used to describe a writing style, it still refers to the imagination. A fanciful style is an imaginative style.

READ this passage again:

> All in stardust my love went riding
> On a great horse of gold
> Into the silver dawn.

This could be called a fanciful style because the writer has created a pleasant mental picture. He is not only expressing facts or reason.

CHECK the sentence below that uses the word fancy in a literary sense.

- ☐ Mary's fancy led her to constantly dream of things no mortal has ever seen.
- ☐ I can't afford to buy in that store. All they have is fancy goods.
- ☐ It isn't necessary to look so fancy. We're only going to the movies.

Mary's fancy led her to . . . .

15.

READ these two poems describing animals.

A Buffaloes, buffaloes, thousands abreast,
A scourge and amazement, they swept to the west.
With black bobbing noses, with red rolling tongues,
Coughing forth steam from their leather-wrapped lungs.

B The locust played on his musical wing,
Sang to his mate of love's delight.
"Lie your green head gently
On the breath of the stars."

Which poem is fanciful?

☐ A
☐ B

B

It is fanciful because of the:

☐ imaginative, dreamy quality conveyed
☐ informal, colloquial tone
☐ vivid, concise descriptions

imaginative, dreamy . . .

16.

In determining what a writer's style is, a good first question to ask is:

Is it matter-of-fact?

A straighforward, simple unemotional style is easy to recognize. For example, READ the following:

That corner of the park was by far the most active. On one small plot of grass were several tiny children, assorted mothers, three dogs, an old man on a bicycle and one worn bench.

This is a matter-of-fact description. The same scene is described in <u>flowery</u> language in the paragraph below. Some spaces have been left blank. FILL IN THE BLANKS from this list and you will have a flowery passage.

beautiful, green
cute
fuzzy
kind
pink-cheeked
rickety
smiling
wagging their tails

That corner of the lovely quiet park was the center of everyone's attention with its vision of happy, innocent life. On a small plot of _____ grass, there were several _____ children. Near them were their loving and watchful mothers. Three _____ dogs, _____ ran mischievously about, while a _____ old man paused on his _____ bicycle. To complete the idyllic scene, there stood an old bench in the midst of all this life.

That corner of the lovely quiet park was the center of everyone's attention with its vision of happy, innocent life. On a small plot of beautiful green grass, there were several pink, cheeked children. Near them were their loving and watchful mothers. Three cute fuzzy dogs, wagging their tails, ran mischievously about, while a kind old man paused on his rickety bicycle. To complete the idyllic scene, there stood an old bench in the midst of all this life.

(You may have used the words differently. But the effect is most likely the same.)

| | |
|---|---|
| 17.<br><br>As you saw in the last frame, a flowery style can be verbose, if it:<br><br>☐ uses as few words as possible to make a point<br><br>☐ uses too many words that don't add much to the general picture | uses too many words . . . |
| 18.<br><br>A flowery style is annoying if it fails to appeal to the reader because it conveys sentimental emotions -- that don't move the reader because they don't seem honest or real.<br><br>Sometimes a flowery style is called romantic.<br><br>A romantic writer often exaggerates his feelings as much as he can and makes everything as serious and dramatic as possible. For example:<br><br>Which of the following lines is an example of exaggerated feeling?<br><br>☐ We will hold this festival; the guests are ready.<br><br>☐ Sad is the day, and worse must follow when we hear the blackbird in the garden and do not throb with joy. | Sad is the day, and worse . . . |

ERIC Clearinghouse
JAN 16 1973
on Adult Education

19.

Writers using a romantic style use fanciful and flowery language.

Romantic writers tend to exaggerate their descriptions and feelings.

> Passage to more than India!
> O secret of the earth and sky!
> Of you, O waters of the sea! O winding
> creeks and rivers!
> Of you, O woods and fields! Of you,
> strong mountains of my land!
> Of you, O prairies! Of you, gray rocks!
> O morning red! O clouds! O rain and snows!
> O day and night, passage to you!
>
> O sun and moon, and all you stars! Sirius
> and Jupiter!
> Passage to you!

What literary devices has this writer used to express strong feeling?

- ☐ exclamation points
- ☐ parallelism
- ☐ personification
- ☐ repeated questioning
- ☐ similes

exclamation points
parallelism
personification

20.

Which of the following styles often use exaggerated language?

- ☐ concise
- ☐ fanciful
- ☐ flowery
- ☐ matter of fact
- ☐ romantic
- ☐ verbose

flowery

romantic

21.

READ these passages:

A "Kill him, Johnnie! Kill him! Kill him! Kill him!"
The cowboy's face was contorted like one of those agony masks you see in museums.

B "Kill him, Johnnie! Kill him! Kill him! Kill him!"
The cowboy's face wasn't calm.

Some people might think that the description of the cowboy's face in passage A is exaggerated. However, think carefully. The description is <u>not</u> exaggerated if it gives you an accurate picture. It's possible that the face looked like that.

Passage B gives you no picture of the cowboy's face. The writer leaves it up to you to guess what the face looked like. You take your clue from the dialogue. When a person speaks such murderous language with such vehemence (strength), you imagine that the face is contorted.

The second line in passage B is an example of <u>understatement</u>. When an author uses understatement he:

- ☐ deliberately represents something as less than it is — deliberately represents . . .
- ☐ implies something much stronger although he doesn't state it directly — implies something much . . .
- ☐ keeps emotion out of his writing entirely; he does not imply feeling in any way

22.

Understatement makes something seem less important than it really is.

Exaggeration does just the opposite; it overstates or enlarges beyond bounds of ordinary description.

Which of the following descriptions contain an exaggeration?

- ☐ Benjamin's nose was rather large.
- ☐ Benjamin's nose was as large as a mountain.

Suppose you were talking about Jimmy Durante's nose, which is very large. Which of the following would be an understatement?

- ☐ Jimmy Durante's nose is the greatest!
- ☐ When he brushes his teeth, he has to stand about two feet from the washbowl so he won't hit his nose on the mirror.
- ☐ Well, I have seen smaller noses.

. . . as large as a mountain.

Well, I have seen smaller noses.

23.

MATCH the following descriptions of a heavy rainstorm.

| | | | |
|---|---|---|---|
| A. We had six inches of rain today. | 1. _____ | matter of fact | 1. a |
| B. The rain never ended; we drowned in it! | 2. _____ | under-statement | 2. c |
| C. It was sort of drippy today. or A drop or two of rain crossed my path today. | 3. _____ | exaggera-tion | 3. b |

24.

There is a style in literature that is based on a contrast between what someone says and what he actually means. This style of contrast is called irony. An ironical statement is one that expresses the opposite of the speaker's real attitude.

A line is drawn under the ironical statement in the passage below.

> When we awoke we found that the kitchen was flooded. The water was four feet deep. Rover was barking and howling. Johnny's toys were floating around in the water. It was a lovely situation. Just then the baby began to scream.

The underlined statement is ironic because:

- ☐ it doesn't describe the situation
- ☐ the writer is exaggerating
- ☐ the writer means the opposite of what he said
- ☐ the writer uses a matter of fact tone

. . . means the opposite of . . .

25.

Ironical statements can occur in any form of literature -- in stories, or poems or essays or plays. Remember that an ironical statement expresses the opposite of the speaker's real feelings.

The passage below is from a play:

Mr. Dickens: Oh, look, Mary. Here comes one of those delinquents I told you about from my English class.

Spike: Hi, Teach.

Mr. Dickens: Spike, I would like you to meet my wife, Mrs. Dickens.

Mary: (Extending her hand) How are you, Spike?

Spike: (Ignoring her hand) None of your business.

Mary: (To Mr. Dickens) Ah, yes, it's so nice to meet a young man with such good manners.

Mr. Dickens: We had better go, dear. See you Monday, Spike.

Irony is employed (used) in which of the following statements?

- ☐ Here comes one of those delinquents I told you about from my English class.
- ☐ None of your business.
- ☐ It's so nice to meet a young man with such good manners.
- ☐ We had better go.

It's so nice to meet a young . . .

26.

An ironical statement is one which:

- ☐ is false
- ☐ is true
- ☐ says exactly what the speaker means
- ☐ says the opposite of what the speaker means

says the opposite of what . . .

27.

READ this passage:

1 Tobias Tinker had for many years been a bank
clerk. Every morning he rode a bus to the bank.
3 At noon he had his lunch. His evenings were
spent reading at home and taking his dog for a
5 walk around the neighborhood. He had no friends,
nor did he desire any kind of communication with
7 anyone. He allowed himself to believe that under
certain circumstances he would rob the bank he
9 worked in, but, since these circumstances never
arose, his life went along evenly. One evening
11 the great adventurer was out for his stroll. He
passed his landlady.
13 "Hello there, Tobias! Out on your usual mad
social whirl, I see."
15 "I am walking my dog," said Tobias, and hurried on.

Which of these sentences express the author's irony?

- ☐ Tobias Tinker had for many years been a bank clerk.
- ☐ Every morning he rode a bus to the bank.
- ☐ He allowed himself to believe that under certain circumstances he would rob the bank he worked in.
- ☐ The great adventurer was out for his stroll.

The great adventurer was out . . .

Irony is employed in which of the following statements?

- ☐ Hello there, Tobias!
- ☐ Out on your usual mad social whirl, I see.
- ☐ I am walking my dog.
- ☐ He had no friends.

Out on your usual mad . . .

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

VERBOSE

EXAMPLE:

Needless to say, we would be pleased if you returned to our home to visit with us again at some future time.

- instead of -

We'd like you to visit us again.

EXAMPLE:

Today makes one more plus for the Administration. Another of its bills has made its way through the maze of congressional committees and subcommittees to become a new law.

MATTER OF FACT

A matter-of-fact style does not express any emotion or feeling even though the subject may be an emotional one: a passage written in this style uses concise, simple language and gives information in the form of dry facts.

EXAMPLE:

As of May 1, 75,000 youths had been in the corps for varying periods since its beginning in January 1965. Of that total, 70% were either working, in school, or in military service.

FANCIFUL

Fanciful language is imaginative. It does not stress facts or reason but dwells on feeling and creating mental pictures. It is often dreamy.

EXAMPLE:

All in stardust my love went riding
On a great horse of gold
Into the silver dawn.

FLOWERY

A flowery style uses many descriptive words and often expresses sentimental emotions ( not real or honest). It is often verbose.

| | |
|---|---|
| FLOWERY (continued) | EXAMPLE:<br>On a small plot of beautiful, green grass, there were several cute, pink-cheeked children. Near them were their loving and watchful mothers. Three small, fuzzy dogs, wagging their tails, ran mischievously about, while a kind, white-bearded old man paused on his rickety bicycle to watch. |
| ROMANTIC | A romantic style exaggerates feeling. It is usually very passionate and dramatic. It may use many exclamation points and much parallelism. Romantic works often use fanciful and flowery language.<br><br>EXAMPLE:<br>Passage to more than India!<br>O secret of the earth and sky!<br>Of you, O waters of the sea! O winding creeks and rivers!<br>Of you, O woods and fields! Of you strong mountains of my land. |
| EXAGGERATED | An exaggerated style tends to describe feelings or facts beyond the bounds of ordinary reason. Flowery and romantic language tend to be exaggerated.<br><br>EXAMPLE:<br>Benjamin's nose was as large as a mountain. |
| UNDERSTATED | When an author makes something less important than it really is he is using the style of understatement.<br><br>EXAMPLE:<br>(After a hard day's work) Well, I guess I did a thing or two today. |
| IRONIC | When an author says one thing when he means the exact opposite, he is using irony.<br><br>EXAMPLE:<br>(After speaking with someone who is very rude) It's so nice to meet a person with such good manners. |

## MASTERY TEST

Time started _____

1. READ the two sentences below:

A Not that I loved Caesar less, but that I loved Rome more.

B My loyalty to my country, Rome, is so great that in the event of conflict between Rome and Caesar, its ruler, I should cast my support to Rome in spite of the enormous affection I hold for Caesar himself.

Which sentence is written in a concise style? (CHECK one.)

a. ☐ Sentence A

b. ☐ Sentence B

2. The sentence that is concise is (CHECK one):

a. ☐ matter of fact because it does not express emotion

b. ☐ not matter of fact because it does express emotion

3. READ the following excerpt from a poem.

Passage -- immediate passage! the blood burns in my veins!
Away, O soul! hoist instantly the anchor!
Cut the hawsers -- haul out -- shake out every sail!
Have we not stood here like trees in the ground long enough?
Have we not grovell'd here long enough, eating and drinking like mere brutes?
Have we not darken'd and dazed ourselves with books long enough?

The style it is written in is (CHECK one):

a. ☐ flowery

b. ☐ ironic

c. ☐ romantic

4. READ this passage and LOOK for the author's attitude and the character's attitude?

> She looked around her in delight at the beautiful fairyland she had created. Gold tinsel and pink crepe paper were thumb-tacked around the peeling walls. A dirty paper Chinese lantern hung limply below the bare light bulb. The mirror reflected the drab dismal room.

What is the character's attitude about the room? (CHECK one.)

a. ☐ it is beautiful

b. ☐ it is dirty

c. ☐ it is drab and dismal

5. What is the author's attitude about the room? (CHECK one.)

a. ☐ it is beautiful

b. ☐ it is dirty

c. ☐ it is drab and dismal

6. Which phrase is an expression of the author's irony? (CHECK one.)

a. ☐ the beautiful fairyland

b. ☐ a dirty paper lantern

c. ☐ the drab dismal room

7. READ this excerpt from a play:

Leofric. Thou art wild.

Godiva. I have indeed lost myself. Some Power, some good kind Power, melts me (body and soul and voice) into tenderness and love. O my husband, we must obey it. Look upon me! look upon me! lift your sweet eyes from the ground! I will not cease to supplicate; I dare not.

Leofric. We may think upon it.

Godiva. Never say that! What! think upon goodness when you can be good? Let not the infants cry for sustenance! The mother of our blessed Lord will hear them; us never, never afterward.

Godiva's speeches are examples of:

a. ☐ exaggeration

b. ☐ understatement

8. A fanciful style is:

a. ☐ factual

b. ☐ imaginative

c. ☐ ironic

9. Style in literature is most closely connected to:

a. ☐ character

b. ☐ language

c. ☐ plot

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.



☆ U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-854